

**NOSWEL**

AALBORG UNIVERSITY

# Lecture Plan

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Cohort 1. 2017/2019

## Module 6: Practice Research and Service User Perspectives (10 ECTS)

The aim of the module is to provide students with knowledge, skills and competences to:

- Understand and conduct practice research
- Understand and study user perspectives
- Combine practice research and service user perspectives
- Collaborate with service users in specific processes and different welfare contexts

The module is connected closely to modules 'Problem based learning (PBL) (15 ECTS) and 'Field Study (5 ECTS). Although divided into three modules the three modules will be overlapping as 'Practice Research and Service User Perspectives' will be the focus of the Field Study and the PBL-project.

### Learning outcomes:

On completion of this module the student will have acquired the following:

#### *Knowledge:*

- about practice research theories, methodologies and processes
- about service user perspectives and how to integrate these in social work and practice research processes
- about possibilities and barriers in service user perspectives in welfare institutions

#### *Skills:*

- to identify, analyze and understand how practice research and service user perspectives are at work and constitute complex dynamics within social work and welfare practice
- to demonstrate analytical knowledge in collaboration with different stakeholders in social work

#### *Competences:*

- to conduct a practice research based study in institutional contexts characterized by a complexity
- to reflect theoretically, methodologically and ethically in correlation with practice research processes and service user approaches
- to utilize user perspectives and practice research as driving forces
- to take responsibility for one's own learning processes and outcome

### Assessment:

On the basis of both lectures and common discussions of chosen subjects, students individually produce a design for a practice research based research/investigation. The design is expected to be connected to the focus in the Field Study and the upcoming PBL-project.

### **Grading Criteria's for Module 6: Practice Research and Service User Perspectives (10 ECTS)**

**Module: Practice Research and Service User Perspectives Cohort 1. 2017/2019**

<b>Learning Outcome</b>		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
<b>Learning Outcome</b>		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

<b>Learning Outcome</b>		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
<b>Learning Outcome</b>		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
<b>Learning Outcome</b>		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
<b>Learning Outcome</b>		<b>Overall grading</b>
-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:**

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## Lessons

**Practice Research and Service User Perspectives 1 - What is Practice Research. The 6<sup>th</sup> of September from 9.00 – 15.00, Room 63, Kroghstræde 7**

**AND**

**Practice Research and Service User Perspectives 2 - Possibilities and barriers in Practice Research. The 7<sup>th</sup> of September from 9.00 – 15.00, Room 63, Kroghstræde 7**

**Lecturer: Lars Uggerhøj**

The aim of the two days is to identify practice research in social work and challenges in understanding and establishing practice research processes.

The identification will be processed through presentations of motivations for using practice research, of definitions of practice research, of the scientific basis for practice research and of different approaches and understandings within practice research.

Practice research is a meeting point for different stakeholders with different interests and needs. Skills in establishing respectful dialogues and sustainable collaboration as well as capabilities of enabling stakeholders to negotiate are crucial to carry through the practice research process. Different stakeholders with different approaches will be presented and discussed. Likewise the challenges of supporting collaborative processes and meetings between researchers, practitioners and service users will be presented and discussed.

The presentations and discussions during the two days will be supported by experience from practice research processes

Group work and joint discussions in class will be part of the lectures in both days.

### **Literature (both days):**

Andersen, M.L. et al (2017) Driving Forces in Practice Research in Høgsbro, K. and Shaw, I. *Social Work and Research in Advanced Welfare States*. London: Routledge

Austin, Michael J., Dal Santo, Teresa S. and Lee, Chris (2012), *Building Organizational Supports for Research-Minded Practitioners*, *Journal of Evidence-Based Social Work*, 9:1-39, 2012

Austin, M., Fisher, M. and Uggerhøj, L. (2014) *The Helsinki Statement*, *Nordic Social Work Research*, Vol. 4, Supplement 1, 2014, p.7-13.

Austin, M. Epstein, Fisher, M., Julkunen, I., Sim, T. and Uggerhøj, L.(2015) *The New York Statement on the Evolving Definition of Practice Research Designed for Continuing Dialogue: A Bulletin From the 3rd*

*International Conference on Practice Research 2014, Journal of Research on Social Work*, Vol. 25(6) 711-714. <http://journals.sagepub.com/doi/pdf/10.1177/1049731515582250>

Fisher, M. (2011) *Practice Literate Research: Turning the Tables*, *Social Work & Society*, Vol.9, no.1. P. 20-28. <http://socwork.net/sws/article/view/4/15>

Julkunen, I. (2011) Knowledge-Production Processes in Practice Research – Outcomes and Critical Elements, *Social Work & Society*, Vol. 9, no. 1. P. 60-75. <http://www.socwork.net/sws/article/view/7/24>

Salisbury Forum Group (2011). The Salisbury Statement on practice research, *Social Work and Society*, vol. 9, no. 1. <http://www.socwork.net/sws/article/view/2/12>

Uggerhøj, Lars (2011) Theorizing practice research in social work, *Social Work and Social Sciences review* 15 (1), p.49-73. <https://journals.whitingbirch.net/index.php/SWSSR/article/viewFile/510/546>

Uggerhøj, Lars (2014) *Learning from each other - Collaboration Processes in Practice Research*, *Nordic Social Work Research*, Vol. 4, Supplement 1, 2014, p.44-57

### **Additional literature:**

Epstein, I (2001) *Mining for silver while dreaming of gold: Clinical data-mining in practice-based research* in I. Epstein and S. Blumenfield *Clinical Data-Mining in Practice-Based Research: Reflecting on Social Work Practice in Hospitals.*, Binghampton, N.Y., Hayworth Press

Flyvbjerg, B. (2001) *Making Social Science Matter: Why Social Inquiry Fails and How It Can Succeed Again*, New York: Cambridge University Press

Gredig, Daniel, and Peter Sommerfeld. 2008. New Proposals for Generating and Exploiting

Uggerhøj, Lars What is Practice Research in Social Work – Definitions, barriers and Possibilities, *Social Work & Society*, Vol. 9, 2011

Uggerhøj, L. (2017) 'Possibilities and Barriers in Practice Research Approaches' in Støkken A.M. and Willumsen, E. (eds) *Brugerstemmer, Praksisforskning og Innovasjon* (Uservoices, practice Research and innovation). Kristiansand: Portal Forlag AS

**Practice Research and Service User Perspectives 3 - Practice Research and knowledge production. The 11<sup>th</sup> of September from 9.00 – 15.00, Room 63, Kroghstræde 7**

**Lecturer:** Maria Appel Nissen

The aim of this lecture is to offer you a basic perspective enabling critical and practical reflection on practice research and knowledge production in social work embedded in welfare institutions.

When drawing on perspectives from P. L. Berger and T. Luckmann's sociology of knowledge (*The Social Construction of Reality* (1966)) and in particular Neo-institutional theory, core concepts such as *practice, knowledge* and *institutionalisation* gains a certain meaning valuable for reflecting critically on the dilemmas and potentials of knowledge production in practice research. The lecture exemplifies these dilemmas and potentials by highlighting three basic aspects of social work practice research. a) The conceptualization of the relation between research and social work with regard to improving intervention and practice, b) Social workers construction of social problems, b) The involvement of service user's knowledge. A major question is if and how is the researchers capable of creating a sensitive but also critical approach to the experiences, positions and power relations embedded in practice research knowledge production?

As a part of the lecture, students a handed out an 'authentic' case on social work embedded in welfare institutions, enabling problem based reflection on the context, purpose, focus and potentials/dilemmas of practice research and knowledge production.

**Literature:**

Mik-Meyer, N. & Villadsen, K. 2013. Neo-institutional theory: Myths and Legitimacy. In Mik-Meyer, N. & Villadsen. *Power and Welfare. Understanding Citizens' Encounter with State Welfare*. London/New York: 87-106 (20 pages)

Gredig, D. and Marsch, C. J. 2010. Improving Intervention and Practice. In Shaw, I, Briar-Lawson, K., Orme, J. & Ruckdeschel, R. (eds.) *The SAGE Handbook of Social Work Research*. London: Sage Publications Ltd.: 64-82 (19 pages)

Nissen, M. A. 2015. Social Workers and the Sociological Sense of Social Problems: Balancing Objectivism, Subjectivism and Social Construction. *Qualitative Sociological Review*. 216-231 (16 pages)

[http://www.qualitativesociologyreview.org/ENG/Volume33/QSR\\_11\\_2\\_Nissen.pdf](http://www.qualitativesociologyreview.org/ENG/Volume33/QSR_11_2_Nissen.pdf)

Beresford, P. and Croft, S. 2001. Service Users' Knowledge and the Social Construction of Social Work. *Journal of Social Work*. 1(3): 295-316 (22 pages)

<http://journals.sagepub.com.zorac.aub.aau.dk/doi/pdf/10.1177/146801730100100304>

**Additional literature**

Vera, H. 2016. Rebuilding a Classic: *The Social Construction of Reality at 50*. *Cultural Sociology*. 10 (1): 3-20 (17 pages)

<http://journals.sagepub.com.zorac.aub.aau.dk/doi/pdf/10.1177/1749975515617489>

Berger, P. L. & Luckmann, T. 1966. *The Social Construction of Reality*. Penguin Books

**Practice Research and Service User Perspectives 4 – Governance, knowledge, practice and research methods. The 13<sup>th</sup> of September from 9.00 – 15.00, Room 63, Kroghstræde 7**

**Lecturer:** Pia Ringø

The lecture addresses practice research connected to different scientific and methodological approaches – evidence based social work, traditional scientific approaches/methods  
The lecture contextualises the discussion of ‘evidence based social work’ in relation to different methodological approaches in social work. How can different forms of knowledge support different aspects of social work? A central aspect in this discussion is about the relation between, on the one side: knowledge and science and, on the other side: professional knowledge and practice in social work. The lecture introduces and discusses the concept of knowledge as a concept that can be explored and studied in, -and with, practice.

The lecture involves evaluation, and critical discussion of the evidencebased method  
*Critical time invention* – <https://www.criticaltime.org/>

**Litterature:**

Sommerfeld, P. (2005) Evidence-Based Practice – the end of professional social work or architect of a new profession? In: Sommerfeld, P. (ed.): *Evidence-Based Social Work – Towards a New Professionalism?* Peter Lang: 7-29 (23 pages)

Shaw, Ian og Bryderup, I. (2008) Visions for Social Work Research. In: Bryderup, I. (ed.) *Evidence Based and Knowledge Based Social Work. Research Methods and Approaches in Social Work Research*: 9-31 (23 pages)

Hammersley, M. (2005): Is the evidence-based practice movement doing more good than harm? Reflections on Iain Chalmers' case for research-based policy making and practice. *Evidens & Policy* 1(1): 85-100. (15 pages)

**Practice Research and Service User Perspectives 5 – Examples of and experience from practice research. The 16<sup>th</sup> of October from 9.00 – 15.00, Room 63, Kroghstræde 7**

**Lecturer:** Lene Ingemann Brandt

The lecture deals with the meeting point between practice and research and is based on a concrete study example from the department of family – and employment in the municipally in Aalborg, concerning user involvement. The focus on the lecture is to illustrate how researchers, in collaboration with practitioners (and users), negotiate on the research framework and organization of research. A form that involves both research and learning processes. Also the lecture will provide examples on the methodological and theoretical implications of working with practical research.

**Literature:**

## Kommer senere

**Practice Research and Service User Perspectives 6 – Concepts and notions in service user perspectives I. The 18<sup>th</sup> of October from 9.00 – 15.00, Room 63, Kroghstræde 7**

AND

**Practice Research and Service User Perspectives 7 – Concepts and notions in service user perspective II. The 19<sup>th</sup> of October from 9.00 – 15.00, Room 63, Kroghstræde 7**

**Lecturer:** Maja Lundemark

The teaching in these two days concentrates on defining, discussing and working with different forms of service user participation. We will try to understand how service users are involved, participating or contributing to the social work practices. We have to clarify how different ways of perceiving and understanding user perspectives in the social work practices have a decisive effect on opportunities for developing and establishing cooperation and partnership between professionals and users.

Our work is based on theoretical concepts, based on specific research projects.

### **Literature (both days):**

Andersen, M.L.(2016) Who is in need of empowerment? *Revista de Asistență Socială*, anul XV, nr. 2/2016, pp. 109-122. [www.swreview.ro](http://www.swreview.ro)

Andersen, M.L., Henriksen, K., Mejlvig, K. and Uggerhøj, L.(2017) Driving Forces in Practice Research in: Høgsbro, K. and Shaw, I.(edt)(2017) *Social Work and Research in Advanced Welfare States*. Routledge. London and New York.

Arnstein, Sherry R. A (1969): Ladder of Citizen Participation. *Journal of the American Institute of Planners*, Vol. 35, No. 4, July 1969, pp. 216-224.

Beresford, P., & Croft, S. (2001). Service users' knowledges and the social construction of social work. *Journal of Social Work*, s. 295-316.

Cree, V.E.(2013) New Practices of Empowerment. In Gray M. & Webb S.A. ( Ed) *The New Politics of Social Work*. Palgrave Macmillan.

Jansen, E.;Baur,V.;deWit,M.;Wilbrink,N. and Abma,T.(2015). Co-designing collaboration: Using a partnership framework for shared policymaking in geriatric networks. *Action Research*. Vol 13(1) 65-83. Sage.

Pruijt, H. and Yerkes, M.A.(2014) Empowerment as contested terrain. *European Societies*. 16-1,48-67. Routledge.

**Practice Research and Service User Perspectives 8 - Service users in social work (practice) research. The 24<sup>th</sup> of October from 9.00 – 15.00, Room 63, Kroghstræde 7**

**Lecturer:** Vibeke Bak Nielsen

The aim of this lecture is to offer a user perspective in practice research. The lecture draws on vulnerable youth responses to neo-liberal discourses in a Nordic Welfare State perspective on how to do education and work and the understandings this group of young people met in relation to the social problems, they are facing, and the solutions to these problems in social work interventions.

We are looking at ways to explore the lives and responses from this group of young people interacting with social work interventions and the space between potential qualifying and potential dis-qualifying positions with regard to citizenship in the meaning becoming an active and self-supporting citizen.

We are also looking at how short narratives theoretically and methodologically can contribute to knowledge production in a user perspective, and how this kind of knowledge evolve in practice, where users as well as professionals in specific contexts are co-constructing practices, efforts and consequences. The lecture will draw on different empirical research as well as the students own experiences from social work practices. The students will have the opportunity to work with short narratives doing interviews about being and becoming a social worker in this era of global changes, policies and social work practices and the knowledge production these interviews are giving access to using short narratives from their own professional life and responses to practice, the world and life of a social worker in the being and becoming.

**Literature:**

Juberg, Anne (2011) Exploring tentative lives: Reflexive social work with adolescent who stay in the space between respectability and disrespect with regard to substance use and law abidance. *Journal of Comparative Social Work*, 2011/1, 1 – 19.

Nielsen, Vibeke Bak (forthcoming 2018) Youth responses to neo-liberal erosion of solidarity in Fallov, M.A. and Blad, Cory (Eds.) *Social Welfare Responses in a Neoliberal Era: Policies, Practices and Social Problems*. Leiden: Brill: pp.

Olesen, Søren Peter and Eskelinen, Leena (2011) Short narratives as a qualitative approach to effect of social work interventions. *Nordic Social Work Research*, Vol. 1, No. 1, June 2011/ 61 – 77.

**Practice Research and Service User Perspectives 9 – Service Users and social work in a critical perspective. The 26<sup>th</sup> of October from 9.00 – 15.00, Room 63, Kroghstræde 7**

**Lecturer:** Pernille Wisti

This lecture gives emphasis to the notion(s) of “service user” and relates to social work. We pay attention to how different ways of understanding service users are constructed and developed over time. What is the norm we compare to, when we identify social problems challenging human lives? Is political correctness just a modern version of otherness? How are people living with HIV/AIDS, psychiatric treatment and neurodiversity related? Among others, we look into how activism and movements have reclaimed words like madness and cripple and have challenged perspectives on social work, involvement and power structures.

**Literature:**

McLaughlin, H. (2009): "What's in a Name: 'Client', 'Patient', 'Customer', 'Consumer', 'Expert by Experience', 'Service User' - What's Next?" In *The British Journal of Social Work* (6): 1101-1117 (16 p.) (Download from <https://academic.oup.com/bjsw/article/39/6/1101/1677129>)

Julkunen, I. & P. Rauhala (2013): "Otherness, social welfare and social work – a Nordic perspective", In *Nordic Social Work Research*, 3:2, 105-119 (14 p.) (Download from <https://www.tandfonline.com/doi/pdf/10.1080/2156857X.2013.834266>)

Beresford, P. & J. Russo (2016): "Supporting the sustainability of Mad Studies and preventing its co-option", In *Disability & Society*, Vol. 31:2, 270-274 (5 p.) (Download from <https://doi.org/10.1080/09687599.2016.1145380>)

Bone, K. M. (2017): "Trapped behind the glass: crip theory and disability identity", In *Disability & Society*, 32:9, 1297-1314 (17 p.) (Download from <https://doi.org/10.1080/09687599.2017.1313722>)

Beresford, P. (2013): *Beyond the Usual Suspects*. London: Shaping Our Lives, Pp. 15-26, (12 p.) (Download from <https://www.shapingourlives.org.uk/documents/BTUSReport.pdf>)

**Practice Research and Service User Perspectives 10 – The connection between practice research and service user perspectives. The 29<sup>th</sup> of October from 9.00 – 15.00, Room 63, Kroghstræde 7**

**Lecturer:** Kirsten Mejlvig

Tekst kommer senere

**Literature:**

Litteratur kommer senere

**Practice Research and Service User Perspectives – Seminar. The 30<sup>th</sup> of October from 9.00 – 13.00, Room 63, Kroghstræde 7**

**Lecturer:** Maja Lundemark and Lars Uggerhøj

Producing a practice research design

**Open Office. The 7<sup>th</sup> of November from 9.00-11.00. Room 63, Kroghstræde 7**

**Lecturer:** Lars Uggerhøj

## Module 7: Problem Based Learning in studying Practice Research and Service User Perspectives (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. The module will introduce and improve the students' understanding of problem based approach and prepare the student to use the approach in all three 'Aalborg modules'.

The module is connected closely to the modules 'Field Study' (5 ECTS) and 'Practice Research and Service User Perspectives' (10 ECTS). Although divided into three modules the three modules will be overlapping as 'Practice Research and Service User Perspectives' will be the focus of the Field Study and the PBL-project.

### Learning Outcomes

On completion of this module the student will have acquired the following:

#### *Knowledge:*

- about problem based theories, methods and processes
- to put problem based approaches into action
- about the general connection and collaboration between problem based learning and social work and welfare
- about the more specific connection and collaboration between problem based learning, service users and practice research

#### *Skills:*

- to define problems to be studied, analyzed and critically reflected through service user perspectives and practice research
- to demonstrate analytical knowledge in collaboration with different stakeholders in social work and welfare institutions

#### *Competences:*

- to develop problem based research with different actors in complex practices
- to implement reflective and knowledge based improvements in social work with a clear reference to theoretical, methodological, empirical experiences in the field of study
- to take responsibility for one's own learning processes and outcome

## Assessment:

The PBL project is written in groups established in the beginning of the semester. Based on reading, lectures and discussions students will write a project during the second half of the semester. Groups will be supervised by members of the teaching team. At the group assessment students will orally defend the written report in a discussion with one or two members of the teaching team. The final grade is based on both the written report and the oral examination. The written part counts 50 % and the oral part counts 50 %. Students will get one individual final mark. All though the assessment of this module integrates knowledge from module 6 and 8 it represents an independent assessment.

## 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 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 a representative 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 lecturer 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/](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 55 minutes for groups of three students, one hour and 5 minutes for groups of four students and one hour and 15 minutes for groups of 5 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)

#### NOSWEL

Module: Problem Based Learning

Cohort 5. 2017/2019

<b>Learning Outcome</b>		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
<b>Learning Outcome</b>		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
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<b>Learning Outcome</b>		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
<b>Learning Outcome</b>		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
<b>Learning Outcome</b>		<b>Overall grading</b>
-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:

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Visions, Challenges and Strategies – PBL principles and methodologies in a Danish and Global perspective. Aalborg University Press. (12 pages)

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

**PBL 2: The connection to Social Work, Practice Research and Service User Perspectives. The 22<sup>nd</sup> of October from 9.00 – 15.00, Room 63, Kroghstræde 7**

**Lecturer:** Kirsten Mejlvig eller Pernille Wisti?

Kommer senere

**Literature:**

Kommer senere

**PBL 3: Writing a PBL-project. The 13<sup>th</sup> of November from 9.00-13.00, Room 63, Kroghstræde 7**

**Lecturer:** Lone Krogh

Kommer senere

**Literature:**

Kommer senere

**PBL Seminar: Project discussions. The 5<sup>th</sup> of December from 9.00-13.00, Room 63, Kroghstræde 7**

**Lecturer:** Lars Uggerhøj

## Module 8: Field study focusing on practice research and service user perspectives (Methods) (5 ETCS)

The aim of the module is to provide students with knowledge, skills and competences to conduct a field study with a focus on practice research and service user perspectives. Students will through visits in social work practices conduct a piece of study defining the specific institutional dynamics within welfare organizations related to service user perspectives and practice research.

The module is connected closely to modules 'Problem based learning (PBL) (15 ECTS) and 'Practice Research and Service User Perspectives' (10 ECTS). Although divided into three modules the three modules will be overlapping as 'Practice Research and Service User Perspectives' will be the focus of the Field Study and the PBL-project.

### Learning outcomes

On completion of this module the student will have acquired the following:

#### *Knowledge:*

- about various institutional contexts and actors of welfare production and social work practice including social work actors
- about differentiation and complex dynamics in social interventions
- about practice research methodologies and processes

#### *Skills:*

- to identify, analyze and understand how practice research and service user perspectives are at work and constitute complex dynamics within social work practice and within welfare strategies
- to demonstrate analytical knowledge in collaboration with different stakeholders in social work and other welfare institutions

#### *Competences:*

- to conduct a practice research based field study in institutional contexts characterized by a complexity – and to reflect theoretically, methodologically and ethically
- to take responsibility for one's own learning processes and outcome

### Assessment:

Assessment is made on the basis of presentation and discussions of the Field Study including the initial analysis of service user perspectives. Students are expected – in groups – to present the results of the Field Study to representatives from the teaching team and co-students. The presentation will, together with the ability to defend reflections in the following discussion, form the basis for the assessment. Students will either fail or pass.

### Groups:

Groups of 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 practices

- 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)

#### NOSWEL

Module: Field study

Cohort 1. 2017/2019

<b>Learning Outcome</b>	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	
<b>Learning Outcome</b>	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	
<b>Learning Outcome</b>	Able to generate knowledge about various institutional contexts and actors of welfare production and social work practice including social work actors
Failed	
Passed	
<b>Learning Outcome</b>	Able to participate in the critical evaluation and investigation of institutional structures in the development of welfare institutions and social work practice
Failed	
Passed	
<b>Learning Outcome</b>	<b>Overall grading</b>
Failed	
Passed	



## Lectures

**Seminar. The 10<sup>th</sup> of September from 9.00-13.00, Room 63, Kroghstræde 7**

**Lecturer:** Lars Uggerhøj

Field study presentations, forming groups and developing research questions

**Field Study 1: Field work, scientific positions and theory. The 17<sup>th</sup> of September from 9.00-15.00, Room 63, Kroghstræde 7**

**Lecturers:** Pia Ringø and Mie Engen

The lecture will introduce the students to the basic issues of hermeneutics, its history and its The lecture will introduce the students to main characteristics and principles of qualitative field work, and we will connect this to underlying methodological positions and central discussions in social theory. The lecture will further introduce the students to recent developments in cultural theory, including 'practice theory' (developed by authors as Bourdieu, late Foucault and others), and address analytical issues such as identification of cultural themes, practices and institutional logics. Methodological reflections about different scientific perspectives and positions and the consequences for analytical approaches and strategies in field studies are discussed and positions as hermeneutics and phenomenological lifeworld-studies are introduced

### **Literature:**

Reckwitz, A. 2002. Toward a Theory of Social Practices. A Development of Culturalist Theorizing. *European Journal of Social Theory*. 5 (2): 243-263. (20 pages)

Pease, Bob (2013). Challenging the Dominant Paradigm: Social Work Research, Social Justice and Social Change in: Shaw, I; Briar-Lawson, K; Orme, J and Ruckdeschel, R *The SAGE Handbook of Social Work Research* p. 98-112 (14 pages)

Polkinhorne, Donald (1983). Existential-phenomenological and hermeneutic systems. In *Methodology for the human sciences*. State University of New York Press. P.201-240 (39 pages)

**Field Study 2: Field studies focusing on professional practices, user perspectives and -positions. The 18<sup>th</sup> of September from 9.00-15.00, Room 63, Kroghstræde 7**

**Lecturers:** Pia Ringø and Mie Engen

The lecture will focus on getting access to, being and participating in the field. We will discuss research issues such as choice of design, gatekeepers and relations to the field, everyday life of the subjects and the relation between case and context. We will illustrate and discuss how empirical material is created/collected, and how to study professional practices and interaction between users and professionals in different settings.

Furthermore, we will introduce the students to the usage of professionals and users as informants and as subjects of investigation, and reflect on the differences between observations and interviews. We will end the lecture with reflections concerning the role and position of social work as mediating between institutional contexts and settings, professional discourses and user perspectives. We will discuss how the local and professional knowledge, and the observations from the field studies can give an insight in broader discourses and settings.

**Literature:**

Alvesson, M. 2003. Beyond Neopositivists, Romantics, and Localists: A Reflexive Approach to Interviews in Organizational Research. *The Academy of Management Review*, 28 (1), 13-33. (20 pages)

Brinkmann, S. 2014. Doing without data. *Qualitative Inquiry*, 20 (6), 720-725. (5 pages)

Fallov, M. A; Nissen, M. A; Kjaerulff, J; Ringø, P; Birk, R. Proactive, ambivalent and defensive relations between social work and social policy: The shaping of productivity. In: *Social Work and Research in Advanced Welfare States*. Eds. Shaw. I; Høgsbro. 1. Ed. Routledge, 2017. P.159-174 (15 pages)

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

**Field Study 3: Ethical considerations, analysis and presentation of results. The 20<sup>th</sup> of September from 9.00-15.00, Room 63, Kroghstræde 7**

**Lecturer: Mie Engen**

The lecture addresses the ethical considerations with respect to the situation of the informants and the subjects of the investigation. The focus on ethics can be said to be particularly important in social work research, because of the values of the social work professions and because of the problems and populations that are studied. Thus, ethics are inherent in the research process from the decision about what to study and how to study it, through analysis and dissemination of findings. We will address, how we can understand the responsibility of the researcher, and what or whose interests social work research really serves?

Validity and evidence of investigations using mixed methods and complementary perspectives are subjects for discussion. 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) (PDF, Blackboard)

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

Pink S. 2001. Ways of seeing, knowing and showing. In *Doing Visual Ethnography*. London: Sage. P. 51-69 (18 pages) (PDF, Blackboard)

Reamer, F.G. (2005). Social work values and ethics: Reflections on the profession's odyssey. *Advances in Social Work*, 6 (1), 24-32. (8 pages)

Spradley J. 1979. Writing an ethnography. In *The Ethnographic Interview*. Florida: HBJ Publ. P. 204-216 (13 pages) (PDF, Blackboard)  
In all: 72 pages

**Assessment seminar. The 11<sup>th</sup> of October from 9.00-14.00, Room 63, Kroghstræde 7**

**Lecturers: Pia Ringø and Mette Rømer**

Field study presentations