

Curriculum Guide

Degree Programme in Social Services

Option 1 Focus on Community Development Work

Option 2 Focus on Diaconal Youth and Community Development Work

Bachelor of Social Services (AMK) 210CR

Bachelor of Social Services (AMK) and Diaconia 210CR

First Edition November 2010

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Degree Programme in Social Services

Focus on Community Development Work

PROFILE**Values**

The core values on which DIAK is based are Christian love for one's neighbour, social justice and open communication. The Degree Programme in Social Services in English is firmly grounded on these values, which are expressed in the following commitments:

- ✓ Social Justice – respecting civil and human rights
- ✓ Solidarity – sharing resources so that all may have the means for a fulfilling life
- ✓ Human Dignity – combating practices which oppress, exclude or demean people
- ✓ People's Participation – fully involving people in the decisions which affect their lives
- ✓ Ethical Practice – critically reflecting on social values and action

Pedagogy

The programme aims to be consistent with these values and with the DIAK pedagogical principles through:

- ✓ Participatory and community based learning
- ✓ Critical approach to social analysis
- ✓ Openness to Finnish and international students from a wide variety of backgrounds
- ✓ Affirmation of cultural and ecumenical diversity
- ✓ Development of reflective practice

Knowledge and Skills

The professional profile is based on the following key areas of knowledge and skill:

- ✓ social analysis & participatory research
- ✓ community work & strategies for participation and empowerment
- ✓ innovative methods of social and diaconal work
- ✓ social pedagogical approach and group work
- ✓ working with the public sector, civil society, churches and faith communities
- ✓ comparative approaches to social policy, including policies of the European Union

Key Issues

The programme focuses on some of the major challenges that are faced by present day social and community work and develops relevant skills to engage with:

- ✓ the growth of social exclusion
- ✓ discrimination and racism
- ✓ multicultural and multi-faith living
- ✓ globalisation and its social and economic consequences
- ✓ European integration and social & economic policy
- ✓ the development of sustainable communities

Professional Qualities

The programme aims to develop professionals with flexible expertise, capable of working in a fast changing environment and in multi-professional teams. They will be able to develop new organisations and projects, support networking and engage with the most disadvantaged urban and rural communities. This skill profile will be relevant for public or non-governmental organisations, churches and faith communities involved with innovative projects. The course leads to the qualification Bachelor of Social Services.

Degree Programme in Social Services

Focus on Diaconal Youth and Community Development Work

PROFILE**Values**

The core values on which DIAK is based are Christian love for one's neighbour, social justice, effective action and open communication. The Degree Programme in Social Services and Diaconia, taught in English is firmly grounded on these values, which are expressed in the following commitments:

- ✓ Social Justice – respecting civil and human rights
- ✓ Solidarity – sharing resources so that all may have the means for a fulfilling life
- ✓ Human Dignity – combating practices which oppress, exclude or demean people
- ✓ People's Participation – fully involving people in the decisions which affect their lives
- ✓ Ethical Practice – critically reflecting on social values and action

Pedagogy

The programme aims to be consistent with these values and with the DIAK pedagogical principles through:

- ✓ participatory and community based learning
- ✓ critical approach to social analysis
- ✓ openness to Finnish and international students from a wide variety of backgrounds
- ✓ affirmation of cultural and ecumenical diversity
- ✓ development of reflective and empowering practice

Knowledge and Skills for Social Service

The professional profile is based on the following key areas of knowledge and skill:

- ✓ social analysis & participatory research
- ✓ youth and community work & strategies for participation and empowerment
- ✓ innovative methods of social and diaconal work
- ✓ social pedagogical approach and group work
- ✓ working with churches and faith communities, civil society and the public sector
- ✓ comparative approaches to social policy, including policies of the European Union
- ✓ theological and ethical understanding

Knowledge and Skills for Diaconia

The programme equips people for work in diaconia and includes the following areas of knowledge and skill, integrated with the studies for social service:

- ✓ understanding the bible, especially in relation to diaconia
- ✓ theology and history of diaconia
- ✓ ecumenical and sociological approaches to diaconia
- ✓ diaconal professionalism and contextual theology
- ✓ diaconia in worship and spirituality
- ✓ church and parish organisation, focus on the Finnish Lutheran Church
- ✓ critical reflection on diaconal practice and development

Key Issues

The programme focuses on some of the major challenges that are faced by present day diaconia and social, youth and community work and develops relevant skills to engage with:

- ✓ the growth of social exclusion
- ✓ discrimination and racism
- ✓ multicultural and multi-faith living
- ✓ changing employment and working life conditions
- ✓ globalisation and its social and economic consequences
- ✓ European integration and social & economic policy
- ✓ the development of sustainable communities

Professional Qualities

The programme aims to develop professionals with flexible expertise, capable of working in a fast changing environment. It has a focus on the skills needed for diaconal youth and community work and for engagement with the most disadvantaged urban and rural communities. Graduates will be able to develop existing work, create new organisations and innovative projects, support networking and work in multi-professional teams.

Occupational Profile

This skill profile will be relevant for work with parishes, diaconal organisations and institutes, church and society organisations and ecumenical & interfaith organisations locally and internationally as well as local and international non-governmental or public organisations. The course leads to the qualification Bachelor of Social Services and to recognition as a Deacon of the Finnish Lutheran Church.

Recruitment

The Degree Programme is internationally open to those who want to study for the Diaconal Ministry of the Finnish Lutheran Church and other diaconal programmes (although the church related qualification may not be recognised by other churches and denominations). It is also open for those who wish to have a double qualification in Diaconia and Social Service but who may wish to work in the social service field.

Framework for the Degree Programme in Social Services <i>Option 1: Focus on Community Development Work (DSS)</i> <i>Option 2: Focus on Diaconal Youth and Community Development Work (DSS-D)</i>	
Person and Context: Theory, Practice and the Development of Knowledge	PCD 30
Person, Community and Society	PCS 32
YEAR 2: Professional Studies: Focus on Social Issues, Structures and Processes	
Participation and Social Inclusion	PSI 28
Building Society in Diversity	BSD 30
YEAR 3: Professional Studies: Development and Innovation	
Community Empowerment and Participation	CEP 30
Management for Change and Innovation	MCI 20
Electives – Social Sector International Issues in Disability and Human Rights or Multicultural Counselling Church Sector Studies Management for Diaconal Development	DHR 10 MCC 10 MDD 10
YEARS 4: SPECIALISED STUDIES: Thesis Project and Related Studies	
New Outputs – Wider Impacts	NOW 20
Electives – Social Sector International Issues in Child Welfare or International Perspectives on Substance Abuse Church Sector Studies Skills and Expertise for Diaconia	ICW 10 SAI 10 SED 10

Year One Semester One**32CR****Basic Studies****Person and Context – Theory, Practice and the Development of Knowledge****Core Contents:****Common Studies**

The student:

- Is able to participate in the process of learning in higher education and is able to use of team and group work in learning
- Is able to relate their personal identity and their identity as a professional to the position and identities of those with whom they work.
- Is able to analyse the impact of socialisation on themselves and those with whom they work and relate this to the different stages of the life span in different cultural contexts
- Is able to orientate their professional understanding in relation the historical development of youth and community development and social work
- Is in possession of the basic understanding of professional work in the field of youth and community development work and social service work
- Is able to orientate themselves to the basic challenges facing youth and community development and social service work
- Has the basic understanding of the impact of political and socio-economic structures on everyday life and how this relates to professional work
- Completes basic language studies in Finnish or Swedish

Optional Church Sector Studies:

The student:

- Has a personal orientation to professional diaconal youth and community development and social work done by the Church, in an ecumenical context.
- Is able to relate professional work as a deacon to congregational life
- Is able to locate professional diaconal work in the context of the history of diaconal youth and community development and social work done by the Church in an ecumenical context
- Gains an appreciation of the spiritual and social dimensions of congregation based work
- Knows and is able to apply the basic ethical, theological and diaconal grounds of youth and community development and social service work
- Is familiar with the basic understanding of the origin of the Bible and its contents (the Gospels, Paul and the Psalms)
- Knows the bases for the Churches' classical interpretations of faith
- Has a basic contextual understanding of the pre- reformation history of the Church
- Is familiar with the structure of Christian Worship
- Is able to appreciate and practice spirituality as an aspect of personal and professional development

PCD0030A10S Person and Context – Theory Practice and the Development of Knowledge 30CR**FIN0005A10S Basic Language Studies (Finnish) 5CR**

or

SWE0005A10S Basic Language Studies (Swedish) 5CR

PCD1005A10S Introduction to Learning**5CR****Common Studies****Objectives**

The student:

- Is able to use the approach to learning in Diak in relation to social service and diaconal work
- Is able to identify different approaches to learning and develop learning objectives
- Can use the basic information technology tools used in Diak study
- Can use MSWord and other systems for document production
- Is able to use the variety of information resources provided by Diak to further studies
- Understands the written and verbal skills needed in studies, assignments and professional work
- Can produce documents according to Diak criteria and understands the basics of academic writing
- Gains a basic understanding and experience of being in a group and in the use of group and team processes in education and professional work

Contents

- Personal learning and the concepts of learning in Diak
- Personal and professional growth and learning pathways
- Information systems and the acquisition of information
- Production of documents and academic writing
- Ethics of report writing
- Written and verbal communication
- Basic group work

PCD2005A10S Personal and Professional Identity**5CR****Common Studies****4CR****Objectives**

The student:

- Understands the importance of biography and socialisation in forming personal and professional identity
- Clarifies own self image and identity
- Develops observational and analytic skills in new social environments
- Is able to reflect on the impact of biography on observation, reflection, analysis of phenomena and acting
- Appreciates and is able to work with personal uniqueness and identity as valuable starting points for professional work

Course Contents

- Structured narrative approach to biography
- Basics of ethnography and other approaches to fieldwork as research and practice
- Practice of the exposure method
- Practice of reflection and feedback

Social Service Specific Studies**1CR****Objectives**

The student:

- Is able to analyse the specific nature of professional identity as a social service worker
- Is able to relate community development work to the generic understandings of social service work

Course Contents

- Professional identity of a social worker in different contexts, including the specific context of Finnish sosionomi profile
- Relationship of social work and community development work
- Professional identity and multi-professional work

Church Sector Specific Studies**1CR****Objectives**

The student:

- Is able to identify the basic specific nature and professional identity in diaconal work
- Is able to relate the specific nature of youth and community development work to an understanding of diaconal work
- Is able to relate diaconal youth and community work to other forms of diaconal work in a multi-professional context

Course Contents

- Diaconia as a professional vocation and identity
- Youth and community development work as diaconal practice
- Definitions of diaconia as church social service work
- Diaconal work in a multi-professional context in church and society

PCD3005A10S Life Course and Welfare**5CR****Common Studies****Objectives**

The Student:

- Is able to apply the basic concept of life course in relation to different contexts
- Is able relate life course to the practice of community development and social work
- Is able to analyse the life course of children and young people in different contexts
- Is able to analyse the life course of adults in different contexts
- Is able to apply the basics of first aid in the working life context

Course Contents

- Critical analysis of life course concepts
- Life course as a basic concept for understanding welfare policy and practice
- Life course and different contexts
- First Aid Introductory Course

PCD4005A10S Basis and Development of Social Policy & Welfare **5CR**

Common Studies **3CR**

Objectives

The student:

- Is able to analyse the basis of social policy and social welfare in promoting well being, participation and social justice
- Is familiar with the different definitions of welfare, related to history and diverse contexts
- Is able to differentiate the range of 'welfare regimes' and how these affect the context and practice social service and diaconal work
- Is familiar with the basics of the welfare state in Finland

Contents

- Basic social policy
- Definitions of welfare
- Welfare regimes in a global context
- Structure of the welfare state in Finland

Social Service Specific Studies **2CR**

Objectives

The student:

- Is familiar with the ethical codes adopted by social work in different national and international contexts
- Is able to use professional codes in practice
- Can relate professional practice to different practices of religion and spirituality

Contents

- Ethical background to community development work and social work
- Ethical codes adopted by national and international social work organisations
- Using ethical codes in practice
- Social work, religion and spirituality

Church Sector Specific Studies **2CR**

Objectives

The student:

- Knows the origins of Diaconia in the early church history
- Is familiar with the basic theological underpinning of diaconia
- Knows the ethical basis of Diaconia and is able to link this to ethical codes in social work
- Is able to use ethical codes in practice
- Can relate Diaconia to personal spirituality as well as to Christian worship

Contents

- Early church history of Diaconia
- Theology of Diaconia
- Ethics and Diaconia
- Spirituality, worship and Diaconia
- Diaconia in an ecumenical and interfaith context

PCD5005A10S Professional Practice and Welfare**5CR****Common Studies****Objectives**

The student:

- Is familiar with the definitions and scope of youth and community development work
- Is familiar with the definitions of social work
- Is able to relate the history of community development work to that of social work and apply that understanding to the present diverse contexts
- Is familiar with the basic professional approaches to youth and community development and participatory social work
- Knows the basics of professional expertise in youth and community development and social work
- Is able to understand the different organisations and their roles in youth and community development and social work
- Is familiar with the basic roles and professional identity of a sosionom in the Finnish context and how this relates to the specific professional profile which underlies the Degree Programme

Content

- Definitions of youth and community development work in different national and international contexts.
- Definitions of social work in different national and international contexts, with special reference to the internationally accepted definition (IFSW).
- History of youth and community development and social work
- Professional approaches and expertise in youth and community development and social work
- Changing and contested understandings of expertise in the field
- Professional identity of a sosionom in the Finnish working life context
- Specific professional identity underlying the Diak degree programme taught in English

PCD6005A10S Basic Social Analysis**5CR****Common Studies****3CR****Objectives**

The student:

- Is familiar with the basic concepts used in sociological research
- Is able to analyse the impact of social and economic structures on everyday life
- Is familiar with the basic concepts used in the definition and analysis of poverty
- Knows how the changing division of labour and structure of employment affects welfare and marginalisation
- Is able identify the risk factors involved in marginalisation and social exclusion and relate different phenomena to social exclusion
- Is familiar with the role of social policy and the practice of community development work and social service work in relation to exclusion

Content

- Basic sociology and social analysis
- Relation of structures to everyday life
- Concepts of poverty and social exclusion
- Work, activity and employment and marginalisation as a factor in producing social exclusion
- Social policy and social exclusion
- Youth and community development work and social work as practices to address social exclusion

Social Service Specific Studies**2CR****Objectives**

The student:

- Is able to take a sociological perspective on work and employment as context related concepts related to marginalisation or inclusion
- Is able to relate the impact of globalisation to everyday life, especially work and economy
- Is familiar with the different practices of democracy and governance (especially related to the Finnish context) and their importance for welfare

Content

- Concepts of work, activity and employment
- Globalisation and everyday life (especially employment)
- Politics, governance and welfare
- Governance of welfare in Finland

Church Sector Specific Studies**2CR****Objectives**

The student:

- Is familiar with the composition of the Bible and the process of producing the canon in historical context
- Can relate the Bible to historical contexts in which the texts were produced
- Understands and can apply the views of the Bible on poverty in context
- Knows the basics of the Christian faith in an ecumenical context
- Is familiar with the use of the Bible in worship and spirituality

Content

- Overview of the Bible and the production of the canon
- Views of poverty in the Bible
- Basics tenets of the Christian faith, especially as they relate to Diaconia
- Use of the Bible in worship and spirituality

Language Studies

Students choose Finnish if they are not original Finnish speakers and have not studied Finnish before, at least to the level A2. Students should choose Swedish if they have the skills in spoken and written Swedish gained through previous studies, to enable them to follow a course that leads to the ability to meet the demands of Swedish language proficiency required by the state administrative authorities (Language Act 424/2003, 6§).

FIN1002A10S Finnish 1**2CR****Objectives**

The student:

- Knows how to communicate orally in basic Finnish in everyday situations
- Can understand basic Finnish in everyday situations
- Can read and write simple Finnish texts about everyday life

Contents

- Basic knowledge of pronunciation
- Basic grammar
- Everyday vocabulary
- Basic structures of informal spoken Finnish

or

SWE1002A10S**Swedish 1****2CR****Objectives**

The student:

- knows how to function *orally* in sub-areas such as the following: is able to communicate mainly intelligibly in anticipated situation and to participate in simple interaction (Skill level B1).
- knows how to function *in writing* in situations such as the following: can write mainly intelligibly a simple text related to his/her own field and can use the commonest structures (Skill level B1)
- knows both the common vocabulary of the language and the basic concepts needed in his/her profession
- knows how to depict his/her personal and educational background
- knows how to use expressions in everyday discussion
- understands Swedish in written form, is able to write in Swedish, and is able to speak in Swedish in connection with general themes and communication situations in his/her field of work.

Contents

- Basic grammar
- Speaking, writing, and reading
- General vocabulary, themes, and phrases related to student's profession

Year 1 Semester 2
Basic Studies
Person Community and Society
30CR
Core Contents:
Common Studies

The student:

- Is able to analyse and use the central concepts of youth and community development and participatory social work, related to marginalisation and social exclusion
- Is familiar with the main schools of thought in social welfare
- Is familiar with the basic approaches to social research and social analysis in practice
- Is able to analyse the ways in which economic, political, social and cultural structures impact everyday life and welfare
- Is able to analyse of the role of employment itself and working conditions in creating a welfare society
- Is able to have a developed understanding of personal and professional identity
- Is able to appreciate the role of religion and spirituality in personal life and professional work
- Develops critical thinking about the role of religion in public life and in communities

Optional Church Sector Studies

The student:

- Is familiar with selected texts from the Bible (Creation, Writings of the Prophets, Revelation)
- Is able to understand the doctrine and confession of the Lutheran Church in an ecumenical context
Has an overview the central issues facing the Christian church focussing on the context and issues of the Late Middle Ages and of the Reformation
- Is familiar with the use of the principal Christian texts and resources as tools in diaconal work (the Bible, hymn books, lectionary and a variety of other resources)

PCS0025A10S	Person, Community & Society	25CR
PWS0005A10S	Participatory Work Skills	5CR
FIN0005A10S	Basic Language Studies (Finnish)	5CR
or SWE0005A10S	Basic Language Studies (Swedish)	5CR

PCS1005A10S Research & Analysis**5CR****Common Studies****2CR****Objectives**

The student:

- Is familiar with the basic approaches to social research for professional workers
- Is familiar with qualitative approaches to social phenomena
- Is able to undertake basic social analysis
- Is able to develop critical knowledge of a local situation
- Is competent in the use of English in academic work, including use of references

Contents

- Research and development related to professional work
- Overview of social research methods
- Ethnography and qualitative research
- Methodology of social analysis
- Practice of social research

Social Sector Specific Studies**3CR****Objectives**

The student:

- Is familiar with different sociological and community social work approaches to community and can relate them to specific contexts
- Is able to discern the relationship between spirituality, religion and community
- Is able to analyse the role of religion in personal and professional life
- Is able to evaluate the role of religion in community and in public life in different contexts

Contents

- Sociological and community social work approaches to community
- Sociological approaches to religion and spirituality
- Role of religion in personal, professional and public life

Church Sector Specific Studies**3CR****Objectives**

The student:

- Is familiar with the context and history of the reformation
- Is able to identify the significance of the reformation for Diaconia
- Is familiar with Diaconia as an ecumenical concept
- Is able to use the theological views of community as an underpinning for youth and community development
- Is able to evaluate the role of Christianity and Christian spirituality in personal, community and public life

Contents

- History of the reformation and its impact on the public role of the church
- Diaconia in reformation and ecumenical theology
- Theology of person, community and society in reformation churches
- Role of Christianity and Christian participation in community and public life

PCS3005A10S Community Development and Adult Social Work**5CR****Common Studies****Objectives**

The student:

- Is able to relate youth and community development work to practices aiming to address social exclusion
- Is able to relate participatory approaches to adult social work to practices aiming to address social exclusion
- Is able to articulate the relation between youth and community development work and participatory social work and to formulate a concept of professional identity
- Is able to identify the role of knowledge in youth and community development work and social work
- Is familiar with social security and income maintenance (especially in the Finnish context) and the relation of these systems to professional social service work

Contents

- Models of youth and community development work
- Participatory models of social work
- Critique of models of youth and community development work and participatory social work
- Professional identity
- Social security and income maintenance, as a factor in welfare, in relation to youth and community development and participatory social work

PCS4005A10S Global Social Policy and Welfare**5CR****Common Studies****2CR****Objectives**

The student:

- Is able to analyse the links between different approaches to social theory and social policy
- Has a deeper familiarity with the main schools of thought in social welfare and their impact on policy and practice
- Is able to examine the concept of social welfare in a European and global context
- Is able to articulate the link between work and welfare in different contexts in a globalising economy

Contents

- Theoretical approaches to social policy
- Different approaches to social welfare in context
- Globalisation and welfare
- Globalisation, work and welfare

Social Sector Specific Studies**3CR****Objectives**

The student:

- Is able to evaluate the impact of globalisation on youth and community development and participatory social work
- Is able to relate the approaches to youth and community development work to different contexts
- Is able to articulate and understanding of global social work in relation to their own context

Contents

- Globalisation as a factor influencing community development and social work
- Global community development and participatory social work – relevance, concepts and organisations
- Contextual analysis of community development and participatory social work
- Community development and participatory social work as responses to the local impacts of globalisation

Church Sector Specific Studies**3CR****Objectives**

The student:

- Is familiar with the Bible in its context (special reference to Creation, Prophetic and Apocalyptic writing in the New Testament),
- Can use the Biblical texts as a tool for developing contextual theology
- Is familiar with global developments in Diaconal thinking, for example, 'Diaconia in Context' (Lutheran World Federation) and is able relate this to ecumenical developments
- Can use the Bible and other relevant texts as tools in creating contextual diaconal worship

Contents

- Study of Biblical texts (Creation, Prophetic texts, New Testament Apocalypse) in context
- Use of the Bible in contextual theology
- Global understanding of diaconia
- Use of the Bible and other texts as tools for creating worship

PCS2005A10S Field Research Project**5CR****Common Studies****Objectives**

The student:

- Can apply the ethics of research to a specific project
- Is able to write a research proposal and defend it
- Is able to carry out a small field research project
- Knows how to use qualitative approaches to social phenomena
- Is able to undertake basic social analysis
- Knows how to develop critical knowledge of a local situation
- Is able to write a research report using the correct technical language and format
- Is able to demonstrate the ability to use on-line resources
- Can present the results of research and use feedback constructively

Contents

- Research ethics
- Research proposal development
- Practical research planning
- Use of data bases and on-line resources
- Implementing a research plan and analysing the results
- Writing and presentation of the results of research

PCS5005A10S Placement**5CR****Common Studies****Objectives**

The student:

- Knows how to plan and carry out a short placement to familiarise themselves with an aspect of youth and community work, social work or diaconal work
- Is able to develop a personal understanding of professional identity
- Is able to use the concepts of youth and community development work and participatory social work
- Knows how to work in a responsible manner and follow a planned approach to the placement
- Is able to write a reflective report based on their experience in context, to present the report and act on feedback

Contents

- Experience of professional work
- Professional identity and practice
- Use of professional concepts
- Report writing in youth and community development work and social work

PWS1002A10S Participatory Work Skills 1**2CR****Common Studies****Objectives**

The student:

- Is familiar with the basic concept of empowerment
- Is able to practice empowering methods
- Knows how to use groups in professional work
- Is able to reflect on the experience of a group

Contents

- Empowerment
- Communication skills
- Personal and worker roles in groups

Language Studies**FIN2003A10S Finnish 2****3CR****Objectives**

The student:

- Knows the basics of the Finnish language (as defined in European language proficiency level A2)
- Knows the basic rules of Finnish grammar
- Understands and can participate in simple everyday conversation
- Knows the basics of professional vocabulary
- Is able to use professional vocabulary in simple communication

Contents:

- Finnish language use in everyday situations
- Vocabulary related to placements and professional situations
- Conversation skills in social interactions in professional situations
- Phrases and rules concerning spoken language
- New trends in everyday language use

or

SWE2003A10S**Swedish 2****3CR****Objectives**

The student:

- Knows how to function *orally* in sub-areas such as the following: knows how to act appropriately in everyday field-specific working life situations requiring use of Swedish and is able to self-reliantly participate in the interaction in familiar situations (Skill level B1 – C1)
- Knows how to function in *writing* in sub-areas such as the following: is able to cope with working life everyday general and field-specific situations requiring use of Swedish, is able write contextually coherent texts and is able to use the basic structures of Swedish more or less easily (Skill level B1 – C1)
- Knows how to use the basic vocabulary of his/her own field and of standard Swedish
- Is able to describe fields of work and various tasks in Swedish
- Is able to interview, guide, and provide information in customer situations
- Understands Swedish in written form, is able to write in Swedish, and is able to speak in Swedish in connection with general subject matters and communication situations in his/her field of work

Contents:

- Speaking in interaction situations, writing, and reading
- Professional vocabulary and subject matters of his/her own field of work
- Service user situations
- Documentation

DSS Year Two Semester One**Professional Studies****Participation and Social Inclusion****28CR****Core Contents:****Common Studies**

The student:

- Is able to make a critical evaluation of the structures, processes and mechanisms which cause social and economic exclusion and the policies which have been developed to tackle exclusion in different contexts
- Is able to critically analyse the impact of social exclusion on specific social groups (e.g. unemployed people, young people, children and families) and/or persons facing problems of mental health and substance abuse.
- Is able to evaluate methods of youth and community development and participatory social work which relate to social inclusion with a focus on adult social work, youth work as well as child and family work
- Is able to make a critical analysis of the impact of globalisation and changes in employment on poverty, marginalisation and social exclusion
- Is familiar with study of methods of social research in relation to exclusion with a special focus on quantitative methods

Optional Church Studies

The student:

- Is able to identify and evaluate the goals, tasks, and service methods in diaconia, especially in relation to youth and community development work
- Is familiar with the understanding diaconia in different contexts (localities, countries, with different groups, ecumenically)
- Is familiar with practices which promote equality and voluntary work within the congregation
- Is familiar with and can practice diaconal involvement in Christian worship and in leading adult learning and learning with young people, especially for confirmation.
- Is able to use the Bible and other liturgical resources in contextual worship on diaconal themes in versatile ways
- Is familiar with the methods of pastoral care and spiritual guidance
- Is able to have a comprehensive overview and understanding of the work of the Church and professional calling as a deacon
- Is able to demonstrate practice skills in a church context

PSI00025A10S**Participation and Social Inclusion****25CR****PWS0005A10S****Participatory Work Skills****5CR**

PSI1005A10S Globalisation, Unemployment and Exclusion**5CR****Common Studies 3CR****Objectives**

The student:

- Can relate marginalisation and social exclusion to globalisation and its impact on everyday life
- Is able to link social exclusion to policies for employment and income maintenance
- Is able to make a link between social exclusion in different contexts and working methods
- Can differentiate approaches to youth and community development work and participatory social work in relation to different contextual challenges (including the Finnish context)

Contents

- Impact of globalisation on work and welfare in different contexts
- Patterns of unemployment, segregation and exclusion
- Policies for social inclusion in different contexts/at different levels
- Goals and tasks of professional work in relation to social inclusion in different contexts

Social Service Specific Studies**2CR****Objectives**

The student:

- Is familiar with the concept of community well being as a goal of policy and practice and its implications in different contexts
- Can analyse strategies for youth and community development work and social work in different contexts

Contents

- Community well being as a contextual goal
- The use of participatory approaches to create a framework for well being (for example local social indicators)
- Strategies for youth and community development work and social work in different global contexts

Church Specific Studies**2CR****Objectives**

The student:

- Is able to analyse the role and function of the diaconal worker in congregational and worship life in diverse contexts
- Knows how to formulate the goals, tasks and methods of diaconal work especially in relation to social exclusion
- Can relate the role and function of youth and community development work to the whole field of diaconia

Contents

- Framework for understanding diaconia (goals, tasks and working methods)
- The field of diaconal social work in different contexts
- Youth and community development as an approach to diaconal social work
- The role of the Deacon in the life of the congregation (in different traditions, but especially in the Evangelical Lutheran Church of Finland)
- The role of the Deacon in worship life (in different traditions, but especially in the Evangelical Lutheran Church of Finland)

PSI2005A10S Youth and Community Development and Social Work Theories and Perspectives
5CR**Common Studies****Objectives**

The student:

- Knows how to apply the theory and practice of youth and community development work in relation to marginalisation and social exclusion
- Knows how to apply participatory social work theories and perspectives to work with marginalised and excluded people
- Is able to use quantitative research methods and relate them to other research methods, especially in understanding social exclusion

Contents

- Deeper knowledge of the skills and methods of youth and community development work
- Comparing different participatory social work approaches to tackling social exclusion
- Deepening the overview of research methods
- Methods and application of quantitative research especially in relation to marginalisation and social exclusion

PSI3005A10S Youth and Community Development and Participatory Social Work Methods for Inclusion and Participation
5CR**Common Studies****Objectives**

The student:

- Is familiar with the basic skills of participatory social and community development work with elderly people
- Is familiar the use of participatory methods for child welfare and family work
- Is familiar with the approaches to mental health and substance abuse in youth and community development work and participatory social work

Contents

- Holistic approach to working on social exclusion
- Work with elderly people as a specific field for community development work and participatory social work
- Child welfare and family work methods (especially related to community development work and participatory social work)
- Mental health and substance abuse as a specific field for community development work and participatory social work

PWS2003A10S Participatory Work Skills 2**3CR**

Common Studies (completion of course from Year One Semester 2)
Year 1, Semester 2, 2cr; Year 2 Semester 1, 3cr

Objectives

The student:

- Is able to practice participatory methods in working with people
- Is familiar with basic relational skills for working with processes of youth and community development work
- Is able to understand and practice of team work

Contents

- Participatory working methods
- Processes of youth and community development
- Practice of team work

PSI4010A10S Methods and Skills for Inclusion**10CR****Social Service Specific Studies****10CR**

Note:

This placement must offer challenging work with users and groups/communities in which the student gains professional expertise in guiding work processes towards social inclusion. The key contents may include work with adults, families, elderly people or youth at risk. Issues may include unemployment, marginalisation, or substance abuse. It should normally be in a Community Based Learning Environment if possible.

Objectives

The student:

- Knows how to apply the processes of working with people
- Know how to use the methods of youth and community development and/or participatory social work working with adults
- Is able to use different roles in professional practice with users
- Is able to reflect on the work processes and critically evaluate own working methods and those of the placement organisation
- Is able to reflect on personal and professional learning and the development of their own professional identity

Contents

- Work processes and methods
- Personal and professional evaluation & reflection
- Personal and professional growth
- Report writing in professional work

Church Specific Studies**10CR**

Notes:

1. This placement **must** be in diaconal work in a parish and with those who are marginalised in that context, including being outside the regular church life. It must offer challenging work with users and groups/communities in which the student gains professional expertise in guiding work processes towards social inclusion. The key contents include work with adults, families, elderly people or youth at risk. Issues may include unemployment, marginalisation, or substance abuse.
2. The students who wish to become deacons of the Finnish Evangelical Lutheran Church normally have all the placements in a church or diaconal setting but may have one placement in another setting if the church studies requirements can be met.
3. It may be in the context of a Community Based Learning Environment.

Objectives

The student:

- Knows the processes of working with people
- Knows how to use the methods of youth and community development
- Is able to use different roles in professional practice with users
- Is able to link the processes and methods to the practice of diaconal social work and to the life of the church(es)
- Is able to reflect on the work process and critically evaluate own working methods and those of the placement organisation
- Is able to reflect on personal and professional learning and the development of their own professional identity

Contents

- Work processes and methods
- Personal and professional evaluation & reflection
- Personal and professional growth
- Theological reflection as part of professional practice
- Report writing in professional work

Year Two Semester Two**Professional Studies****Building Society in Diversity****30CR****Core Contents:****Common Studies**

The student:

- Is able to critically evaluate the relationship between social structures and everyday life especially in relation to diversity issues
- Can analyse the social, economic and cultural factors, including the impact of globalisation, underpinning division and oppression
- Is able to demonstrate a critical understanding of racism and discrimination (race, gender, ability etc) in relation to identity issues explored previously
- Is familiar with the links between work, employment and migration
- Is able to understand the everyday life of groups affected by racism and discrimination
- Knows the impact of migration on those who migrate and the so-called 'sending' and 'receiving' communities
- Knows how to work with migrant/immigrant communities.
- Is familiar with the comparative legislative and policy approaches to the eradication of racism and discrimination on different levels and can critique them
- Knows and can use anti-oppressive practice in youth and community development and participatory social work
- Is familiar with methods of work with diverse communities.
- Is able to support the human rights of all and can implement a human rights based approach to practice
- Is able to use of ethnographic and qualitative approaches to analysing local contexts & practice
- Is able to create a research plan for the thesis work

Optional Church Studies

The student:

- Is familiar with international diaconia, mission and ecumenical work, and multiculturalism in the work of the Church, locally, nationally and internationally
- Knows the main lines of the modern Church history and the ecumenical movement
- Is familiar contextual interpretation and use of the Bible (theologies of liberation, Dalit theology, feminist theology etc.) and can apply a contextual approach in a specific context.

BSD00030A10S Building Society in Diversity**30CR**

BSD1005A10S Social Structures and Everyday Life**5CR****Common Studies****Objectives**

The student:

- Is able to understand the use and relevance of qualitative research methods
- Is familiar with the process of creating a thesis in Diak
- Is able to search data bases and find source material from diverse on-line sources
- Is able to implement a deeper understanding of the process of data gathering
- Is able to plan a thesis project by defining a research objective and elaborating the appropriate methodological approach
- Is able to create a professional framework for a research project and define how the knowledge gained will be utilised
- Is able to defend a thesis proposal and develop it
- Can apply the ethics of research to the thesis project and implement ethical research procedures
- Is able to use scientific writing techniques and produce professional documents in the English language

Contents

- Research methodology – focus on qualitative research
- Use of qualitative research in research in the field of diversity
- use of data bases and on-line resources
- Data gathering methods
- Thesis proposal development
- Academic & Professional English
- Ethics of research
- Knowledge production and ownership

BSD2005A10S Identities, Differences and Rights**5CR****Common Studies****Objectives**

The student:

- Is familiar with the structures, policies and practices which maintain racism, sexism and other forms of discrimination
- Is familiar with and can implement the use of the human rights approach as a basic tool for tackling racism and other forms of discrimination
- Has a critical appreciation of the legislative approach and the use of public policy to tackle racism and other forms of discrimination in different national and international contexts
- Knows the factors and issues surrounding migration and the specific issues faced by so called sending and receiving countries
- Is familiar the issues surrounding refugee movements and policies

Contents

- Structures, policies and practice which maintain racism and discrimination
- Human rights approaches to dealing with racism and discrimination
- Migration and related policies
- Refugee issues and related policies
- Legislation in the field of racism and discrimination (national, EU)
- Overview of UN, Council of Europe, IOM and other organisations in the field

BSD3005A10S Identities, Practice and Diversity**5CR****Common Studies****Objectives**

The student:

- Is able to understand the impact of cultural identity on attitudes and values
- Is familiar with the central concepts and theoretical approaches to pluralism and multiculturalism
- Is familiar with the impact of minority status on health and wellbeing
- Can evaluate the position of the worker in relation to the diverse 'other', personally and professionally (link with exposure process)
- Is able to reflect on the impact of diversity issues on their practice in youth and community development work and participatory social work
- Is able to practice group work in relation to diversity issues

Contents

- Sociological and economic understanding of racism and discrimination
- Critical approach to multiculturalism and diversity issues
- Impact of minority status on health and wellbeing
- Practice issues in relation to diversity and difference
- Group work skills and practice

BSD4005A10S Anti-oppressive Practice**5CR****Common Studies****3CR****Objectives**

The student:

- Is able to work with individuals and groups from different cultures and backgrounds
- Is able to understand and develop skills in anti-oppressive practice in relation to discriminated individuals and groups
- Is able to deal with differences of religion and culture and to relate this to the policies of their employing organisation

Contents

- Training to work on racism and discrimination
- Anti-oppressive practice in youth and community development and participatory social work
- Relationship of professional practice to the policy and practice of the employing organisation

Social Sector Specific Studies**2CR****Objectives**

The student:

- Is familiar with the specific needs of refugees and migrants from different backgrounds and in different contexts
- Knows how to develop and implement strategies for working with different groups
- Is familiar with the methods of youth and community development work in relation to refugee and migrant groups
- Is familiar with the basis of youth and community development work in relation to the specific issues of discrimination faced by women

Contents

- Deeper understanding of the issues faced by refugees and migrants
- Youth and community development work strategies in relation to refugees and migrants
- Deeper understanding of the discrimination faced by women (including young women)
- Youth and community development work strategies in relation to women

Church Specific Studies**2CR****Objectives**

The student:

- Is familiar with ecumenical and interfaith dialogue as an important background to diaconal work
- Is able to work from the background of the church with people of diverse faiths and spiritualities
- Is familiar with the specific contributions and challenges of women to Christian self understanding, church life and policy
- Is able to recognise and apply the insights of contextual theologies in their diaconal work (feminist theology, liberation theology, urban theology, Dalit theology etc)

Contents

- Modern ecumenism
- Interfaith dialogue
- Interfaith and ecumenical work and diaconia
- Women and the modern ecumenical movement (issues and themes, theology and the Bible)
- Contextual approaches to theology

BSD5010A10S Practice Placement**10CR****Social Sector Specific Studies**

Note: This placement involves work with persons and communities with different identities, cultures and religions. The placement should normally be in the context of a Community Based Learning Environment.

Objectives

The student:

- Is able to analyse the position of different groups who face discrimination and/or racism
- Is able to address the needs and issues faced by diverse groups in the working environment
- Is able to use anti-oppressive practice in their professional work
- Is able to develop approaches to the work which, on the basis of human rights, advance non-discrimination
- Is familiar with and can use strategies for refugee and migrant community development or the self organisation of other groups or use participatory social work approaches to work towards the empowerment of persons and/or groups
- Is able to evaluate the organisation in which they are placed from the perspective of policies and practice towards diverse groups
- Is able to reflect on personal and professional development and evaluate their own practice

Contents

- Diversity and difference as factors affecting youth and community development work and participatory social work
- Issues facing minorities in context
- Professional work process in multicultural context
- Human rights based approaches
- Practice and policies for addressing diverse group needs and interests (race, age, gender, disability etc.)
- Anti-oppressive practice and empowerment

Church Specific Studies**10cr****Note:**

This placement involves work with persons and communities with different identities, cultures and religions. For The students who choose the DSS-D option this placement maybe in a parish, parish union or other diaconal organization. This placement should normally be a church or diaconal placement for DSS-D students. The placement should be in the context of a Community Based Learning Environment.

Objectives

The student:

- Is able to analyse the position of different groups who face discrimination and/or racism
- Is able to address the needs and issues faced by diverse groups in the working environment
- Is able to use anti-oppressive practice in their professional work
- Is able to develop approaches to the work which, on the basis of human rights, advance non-discrimination
- Knows how to use strategies for refugee and migrant community development or the self organisation of other groups or use participatory social work approaches to work towards the empowerment of young people
- Is able to evaluate the organisation or church in which they are placed from the perspective of policies and practice towards diverse groups
- Is able to reflect on their own personal and professional development and evaluate their practice
- Is able to reflect on their practice in relation to specific ecumenical and interfaith issues and to develop a contextual theological approach
- Is able to situate their work in relation to international understandings of diaconia

Contents

- Issues facing minorities in context
- youth and community development work
- Professional work process in multicultural context
- Practice and policies for addressing diverse group needs and interests
- Anti-oppressive practice and empowerment International diaconia and mission
- Main lines of modern church history
- Contextual theological reflection

Year Three Semester One**Professional Studies****Community, Empowerment and Participation****30CR****Core Contents:****Common Studies:**

The student:

- Is familiar with the barriers to participation and working for change(s) in local and wider situations and of strategies to overcome them
- Is able to evaluate and use the theories and practice of group development, planning and organising
- Is familiar with the role of the worker in youth and community development work and user participation strategies and can plan work processes using community development and processes of 'user participation'.
- Is able to analyse strategies for social change at different levels and the role of civil society,(including social movements) in working for empowerment and human development and apply the results of the analysis to professional practice
- Is able to apply expertise in strategies for empowerment and change
- Is able to implement processes of participatory research and user research in youth and community development and social service work
- Is able to develop the final version of the thesis plan and carry out data collection

Optional Church Studies:

The student:

- Is able to use of the Bible in professional diaconal work and in community building
- Is familiar with the history of the church in Finland and its contemporary diversity and the role of lay movements
- Knows the role of the church in economic and political life and the wider dialogue between church and society in Finland and other contexts
- Is familiar with the role of belief and spirituality in local communities as it affects diaconal understanding and practice.

CEP0030A10S Community, Empowerment and Participation**30CR**

CEP1005A10S Participatory and User Research Methods**5CR****Common Studies****Objectives**

The student:

- Is familiar with the methods and use of participatory and user research in youth and community development and participatory social work
- Is familiar with and can apply the methods and action research in youth and community development and participatory social work
- Knows the use of research as a part of a strategy for change
- Is able to finalise their thesis plan and make a plan for the use of the thesis in development work

Contents

- Participatory and user research
- Action research
- Use of research in change strategies
- Thesis development

CEP2005A10S Youth and Community Development Work and Participation**5CR****Common Studies****Objectives**

The student:

- Is familiar with the role of civil society in different contexts as a creative space for change
- Is able to differentiate between different approaches to working for change with marginalised groups and communities
- Is able to understand and apply the role of the professional as an active agent in empowering people and communities
- Is able to develop complex strategies for youth and community development work and participatory social work
- Is able to develop participatory evaluation strategies for their work
- Is able to demonstrate a developed approach to communicating learning from practice
- Is able to demonstrate an understanding of the need for accountability to users in professional work as a tool for increasing participation

Contents

- Participatory professional practice in relation to strategies for change
- Critical appreciation of different models and strategies for working for change
- Creation, implementation and evaluation of change strategies
- Basic strategies of conflict resolution
- Network building
- Accountability and support in professional work

CEP3005A10S Professional Practice and Organisation**5CR****Common Studies****Objectives**

The student:

- Is able to carry out First Aid in more complex situations
- Is able to practice group work skills in relation to complex strategies
- Is able to write a report which analyses on a deeper level a placement context and a change strategy
- Is able to reflect on their professional role and development and include feedback from users and propose ways to develop their professional competence further
- Can reflect on their personal development and indicate strategies for further personal development

Contents

- First Aid 2
- Complex group work
- Analytic and reflective report writing

CEP4015A10S Practice Placement**15CR****Social Sector Specific Studies****15CR**

Note:

This placement is usually international for those who wish to choose that option. It has to be in a challenging environment where youth and community development strategies or user participation are key aspects of the practice. If this placement is in Finland it should normally be in the context of a Community Based Learning Environment. Students who choose the international option must take a 3ECTS elective plus a further 2 ECTS from the study module 'Student Support and Additional Learning'.

Objectives

The student:

- Is able to analyse the context of the placement organisation and its relationship to that context and its users
- Is able to evaluate the organisation in relation to its empowering approach to persons, groups and/or communities
- Is able to relate strategies of youth and community development and/or user participation to the placement context
- Is able to develop, plan and implement a small scale project using youth and community development or other participatory social work approaches
- Develop understanding of the role of a professional worker in strategies for change
- Is able to evaluate their role in implementing the chosen strategy

Contents

- Models, methods and strategies of community development work
- Participatory work and user empowerment
- Use of analysis and research in local practice
- Accountability in professional work
- Leadership of local change processes as a professional task
- Complex analytic and reflective report writing

Church Sector Specific Studies**15CR**

Note: This placement is usually international for those who wish to choose that option. It has to be in a challenging environment where youth and community development strategies or user participation are key aspects of the practice. For DSS-D The student, the placement should normally be in a church or diaconal organisation and in all cases it has to consider the role of churches and if relevant, other faith communities, in social action and youth and community development work. Normally there is also a focus on special needs of young people. The implications for worship and spirituality must be addressed. If the placement is not outside Finland it should normally be in the context of a Community Based Learning Environment. Students who choose the international option must take a 3ECTS elective plus a further 2 ECTS from the study module 'Student Support and Additional Learning'.

Objectives

The student:

- Is able to analyse the context of the placement organisation and its relationship to that context and its users, especially young people
- Is able to evaluate the organisation in relation to its empowering approach to persons, groups and/or communities, especially young people
- Is able to relate strategies of youth and community development to the placement context
- Is able to examine the role of faith and spirituality in local groups and in strategies for change
- Is able to develop, plan and implement a small scale project using youth and community development
- Develop understanding of the role of a professional worker in strategies for change
- Is able to understand the use of the Bible in professional diaconal work and community building
- Is able to evaluate the role of the church (locally or nationally) in the dialogue between church and society and critically relate it to the Finnish context
- Is able to evaluate their role in implementing the chosen strategy

Contents

- Models, methods and strategies of youth and community development work
- Participatory work and user empowerment
- Use of analysis and research in local practice
- Use of the Bible in professional diaconal work and community building
- Dialogue between church and society
- Belief and spirituality in local communities
- Accountability in professional work
- Leadership of local change processes as a professional task
- History of the church in Finland and its contemporary diversity and the role of lay movements as a case study of participation and church and society work
- Complex analytic and reflective report writing

Year Three Semester Two
Professional Studies
Management for Change and Innovation **20cr**
Core Contents:
Common Studies:

The student:

- Is able to evaluate the impact of economic and social structures on social and community development work organisations
- Is familiar with the role of the professional worker and work communities in strategies for organisational change
- Is able to use research and analysis as part of a process of planning strategies for change
- Is able to develop the concept of a project, produce a plan and proposal
- Is able to develop and manage a project
- Is able to analyse organisational cultures and use versatile approaches to the management of people, resources and programmes
- Is able to develop strategies for information dissemination, marketing, and media usage (including social media) in youth and community development and social work
- Is familiar with methodology of building of networks and other structures to support change strategies
- Is able to manage personal professional work, other workers and projects

MCI0020A10S Management for Change and Innovation **20CR**
For Social Sector Specific Studies:

The student must choose one of two options (or another agreed with the Study Advisor):

DHR0010A10S International Issues in Disability and Human Rights **10CR**

or

MCC0010A10S Multicultural Counselling **10CR**
For Church Specific Studies:
MDD0010A10S Management for Diaconal Development **10CR**

MCI1005A10S Wider Context and Management of Professional Work**5CR****Objectives**

The student:

- Is able to evaluate the impact of supra-national bodies on specific policies for welfare and work
- Is able to understand the impact of social, economic, political and religious structures on youth and community development and social work organisations
- Is familiar with basic theories of the management of professional work and can use them in practice
- Is familiar with special management strategies to address discrimination and racism
- Can evaluate the role of the youth and community development worker and social worker in different systems

Contents

- International organisations and the social field
- Impact of external forces on professional work organisations
- Management theory and practice
- Basic organisational change strategies
- Professional work in organisational systems
- Management strategies to address racism and discrimination

MCI2005A20S Project Management and Development**5CR****Objectives**

The student:

- Is familiar with the process of developing and managing projects
- Is able to construct projects as a tool in changing environments
- Is able to analyse different organisational structures and cultures and is able to work for their development or change
- Is able to use networks and partnerships in professional practice
- Is able to use media and public relations as a part of professional work, including social media

Contents

- Project development and planning
- Project management and evaluation
- Organisational structures and culture
- Networking and partnership working
- Public relations as a part of professional practice
- Use of media including social media

MCI3010A20S Professional Practice and Organisation Development**10CR****Note:**

This study unit has a placement which focuses on working life phenomena and the role of a Bachelor of Social Services within society and the church. Management and working practices of organisations in context, possibly including the church and diaconal organisations are studied and analysed to create an understanding of research and development needs and to enhance the operation of an organisation. For DSS-D students the placement should normally be in a church or diaconal organisation.

Objectives

The student:

- Is able to gather material and critically analyse the organisation where they are placed
- Is able to evaluate how changes in the wider society impact on and are impacted by the organisation
- Is able to manage professional work and apply strategies for organisational development and change
- Is able to develop networks and partnerships
- Is able to use the basics of project management in a working life context
- Is able to develop the thesis as a part of a strategy for change

Contents

- Analysis of organisation in context
- Management of professional work
- Networks and partnerships in professional work
- Project management
- Thesis development

Elective Studies**Note:**

Social Service sector students may choose one of the two relevant options or another option agreed with the study advisor in advance; Church sector students must follow the studies described below for this sector.

Social Service Specific Studies**Option 1:****DHR0010A10S International Issues in Disability and Human Rights****10CR****DHR1005A10S Disability and Human Rights - Policies****5CR**

The student:

- Is familiar with the different concepts which inform work with people with disabilities
- Is able to analyse disability issues from the perspective of a social model of disability
- Understands the human rights framework for policy and practice in the field of disability
- Is familiar with disability issues in different national and regional contexts

Contents:

- concepts of disability
- the social model of disability
- the 'politics' of disability issues
- disability and human rights
- international perspectives on disability

DHR2005A10S Disability and Human Rights - Practice**5CR**

The student:

- Understands and is able to apply concepts of user participation in working with people with disabilities
- Is familiar with self-organisations of people with disabilities, locally, nationally and internationally
- Is familiar with the range of policies to support the participation and inclusion of people with disability on different levels including the EU and UN organisations

Contents:

- Life worlds of people with disabilities
- Disability and user participation
- Self organisation of people with disabilities
- Methods of work with people with disabilities
- Policies for inclusion of people with disabilities

Option 2:**MCC0010A10S Multicultural Counselling****10CR****MCC1005A10S Concepts, Skills and Processes****5CR**

The student:

- Is able to define the purposes of multicultural counselling
- Is familiar with different definitions of multicultural counselling
- Understand the theoretical background of the different definitions and can justify the use of specific approaches
- Is able to identify the professional competences associated with multicultural counselling
- Is familiar with the processes of multicultural counselling

Contents:

- Purpose and definitions of multicultural counselling
- Critical evaluation of the theoretical approaches to multicultural counselling
- Process of multicultural counselling

MCC2005A10S Context and Practice**5CR**

The student:

- Is able to apply the knowledge and skills for multicultural counselling in a working life context
- Is able to demonstrate the core competences of multicultural counselling in practice
- Can produce a reflective report which integrates personal and professional learning as well giving feedback to the placement agency

Contents:

- Theoretical approaches and practical models of multicultural counselling
- Competences for multicultural counselling
- Reflective analysis of personal work
- Diversity, difference and counselling
- Professional structures and contexts for multicultural counselling

Church Specific Studies**MDD0010A10S Management for Diaconal Development 10CR****MDD1005A20S The Church as a Working Environment 5CR****Objectives**

The student:

- Is able to understand the administrative system of the church and its organisation
- Can analyse the specific characteristics of the church as a working environment
- Is familiar with the legal frameworks steering the diaconal work of the church, especially in the Finnish context
- Is familiar with the structures of leadership and accountability in diaconal work
- Is able to analyse and work with the church as a working community
- Is able to compare the structures, systems and processes of diaconal work in different churches and contexts
- Is able to work strategically within the church and related diaconal organisations

Contents

- Church organisation and legal framework
- Church as a working community
- Leadership and accountability in diaconal work
- Comparison of diaconal structures in different churches and contexts

MDD2005A20S Planning and Developing Diaconal Work 5CR**Objectives**

The student:

- Is able to manage their personal and professional development as a diaconal worker
- Understand strategies for dealing with work related stress
- Is able to create action plans for diaconal work and diaconal work especially among children and young people from marginalised or excluded groups
- Is able to work flexibly with volunteers and activists and promote participation and equality
- Is able to manage the boundary between church (congregation) and society
- Is able to take leadership in diaconal responses to crisis such as natural disaster, civil conflict, violence etc

Contents

- Professional management
- Spirituality
- Planning strategy for diaconia
- Working with volunteers
- Church and society relations
- Crisis readiness

Year Four Semester One **20CR**

Professional Studies

New Outputs – Wide Impacts

Core Contents

Common Studies

Students:

- Are able to organise the implementation of the dissemination of the results of their research
- Are able to finalise and present of the thesis to the relevant end user
- Are able to gather and evaluate the feedback of the results
- Are able to present and defend the final version of the thesis

NOW0020A20S New Outputs – Wide Impacts **20cr**

For Social Sector Studies:

The student may choose one of two options (or another agreed with the Study Advisor):

CWI0010A10S International Issues in Child Welfare **10CR**

or

SAI0010A10S International Perspectives on Substance Abuse **10CR**

For church specific studies:

SED0010A10S Skills and Expertise for Diaconia **10CR**

NOW1005A20S Thesis Development**5CR****Objectives**

The student:

Is able evaluate, organise and to use information effectively and ethically using various databases

Understand the processes of research dissemination and utilisation

Is able to produce and present the chapter outlines for the thesis

Is able to demonstrate how the research work can be used as a tool for change

Contents

Theoretical framework of the thesis

Advanced use of data bases and on-line material

Research practice and methodology

Implementation of chosen research methods

Policy impact of the thesis work

NOW20015A20S Thesis Finalisation**15CR****Objectives**

The student:

- Is able to finalise and present their thesis
- Is able to involve the user organisation or group in the feedback discussion of the results
- Is able to organise the dissemination and implementation of the results
- Is able to complete the maturity tests
- Is able to defend the thesis and publish it

Contents

- Use of thesis in development
- Organisation of dissemination
- Reflection on feedback
- Publication of thesis

Elective Studies**Note:**

Social Service sector students may choose one of the two relevant options or another option agreed with the study advisor in advance; Church sector students must follow the studies described below for this sector.

Social Sector Specific Studies**Option 1:**

CWI1005A10S International Issues in Child Welfare **10CR**

CWI1005A10S Analysis, Theory and Practice in International Child Welfare **5CR**

Objectives

The student:

- Is able to relate personal and professional interests to the basic concepts of child welfare
- Is familiar with the international dimensions of child welfare work related to different contexts and issues
- Gains an overview of the main problems and challenges in the field of child welfare internationally
- Is familiar with the challenges of multicultural issues in child welfare work and can apply culturally sensitive methods
- Is familiar with the work of different actors in child welfare locally and internationally
- Is able to apply this knowledge in a country-specific context

Contents:

- Concepts of child welfare viewed in an international context
- International and multicultural issues in child welfare
- Culturally sensitive approaches to child welfare
- Role of different local and international actors in child welfare

CWI2005A10S Practice in International Child Welfare **5CR**

Objectives

The student:

- Is familiar with the work of one agency involved in international child welfare
- Is able to apply the concepts of child welfare in a context which presents international challenges (through migration, HIV/AIDS, trafficking, war etc)
- Is able to analyse the practice and evaluate it in relation to personal and professional learning

Contents

- Theory and practice of international child welfare
- Specific challenges facing international child welfare practice
- Practical skill development and application in international child welfare work
- Reflective and analytic perspective in international child welfare work in one context.

Option 2:**SAI0010A10S International Perspectives on Substance Abuse****10CR****SAI1005A10S Substance Abuse: Perceptions, Analysis and Policies****5CR****Objectives**

The student:

- Will be aware of their personal attitudes to harmful substances and substance abusers and understand the cultural background and connections to this
- Will be familiar with the phenomenon of substance abuse as it is present in different cultures and contexts and on different levels
- Will be aware of the different policies towards substance abuse in different countries and the ways in which these are connected to the questions of economy and service systems as well as to patterns of consumption
- Will be able to evaluate the ethical questions related to substance abuse and to produce an ethical basis for work with substance abusers

Contents

- Attitudes to substance abuse and personal orientation
- Epidemiology of substance abuse
- Definitions and theories of substance abuse
- Prevalence of substance abuse in different contexts
- Factors influencing policy and practice towards substance misuse in different contexts
- Ethics as a basis for practice

SAI2005A10S International Perspectives on Working Methods**5CR****Objectives**

The student:

- Will be familiar with different approaches and methods to work with people and groups who are substance abusers, in different contexts
- Will be able to apply an understanding of the professional relationship with a person or group as the base of rehabilitation
- Will be familiar with different approaches needed for working with children, young people, adults (of different ages) and families.
- Will be able to apply this knowledge appropriately in different contexts (cultural, religious, economic, political)

Contents

- International approaches to working with substance abusers
- Professional skills for work with substance abusers
- Work with families, children & young people, those with mental health problems, elderly people, people with disabilities
- Methods of work in different national, cultural, religious and other contexts.

Church Specific Studies**SED0010A10S Skills and Expertise for Diaconia****10CR****SED1005A10S Diaconal Expertise****5CR****Objectives**

The student:

- Is able to more deeply analyse and develop the theological basis for diaconia, especially youth and community development
- Is able to use diverse spiritual, liturgical and theological resources as well as experience to lead theological reflection and worship as well as participate in the congregational worship
- Can enable lay participation in congregational worship
- Is familiar with the significance of diaconal ordination
- Is able to develop their own spiritual life

Contents

- Theological basis of diaconia
- Theological reflection
- Participation in worship
- Ordination
- Personal spirituality

SED2005A10S Just Counselling**5CR****Objectives**

The student:

- Is able to support individuals, family units and groups who face injustice to enable empowerment
- Is able to work with groups across the life span, linking personal and social problems
- Is able to be sensitive to the diverse spiritualities and faiths and can manage their pastoral care and counselling in an interfaith context
- Is able to be sensitive to differences of gender, sexual identity, dis-ability etc in offering pastoral care and is able to link pastoral care to questions of (in)justice.
- Is able to use resources from the Bible and Christian tradition in pastoral care and counselling and have awareness of resources from other spiritual and religious traditions

Contents

- Definitions and understanding of pastoral care and counselling
- Group work methods in pastoral care
- Christian resources for pastoral care
- Different faith traditions and cultures and pastoral care

Optional Supplementary Studies**Introduction**

DSS and DSS-D students may include studies from a special elective which relates to specific pedagogical activities (such as international placements) or to student activities which support learning and development. Students who do an international placement must take the supplementary studies elective and include 3ECTS of preparatory work in their study plan.

SSL1005A10S Student Support and Additional Learning**5CR****Objectives**

The student:

- (a) Student development work and support

Understands the role of a representative in student affairs

Is able to apply the principles of networking

Can evaluate and present needs of students in a University environment

Is able to bring a student perspective to educational development

Can take leadership roles and exercise them with accountability

Is able to work in a peer support process with other students

Is able to present Diak learning processes to intending students

- (b) International learning

Is able to reflect on own background and experience and relate them to a different national context

Is able to relate reflect on learning goals and relate them to a different national context

Knows the issues which must be addressed in successfully completing an international placement

Contents

- (a) Student development work and support

Representation and accountability in student affairs

Network building and coordination

Development work

Promotion of an organisation and marketing

Peer education

- (a) International learning

International learning as a tool for professional development

Reflection on intercultural learning

Transfer of knowledge to new contexts

Note: The student may select several items from this study module in consultation with the study advisor but students opting to do an international placement must complete the topics on international learning.

APPENDIX: Language Studies**A. English Language Studies**

Because all the studies are carried out in English, the emphasis in the English language studies is on academic English. The objective is that the students learn how to write their assignments and theses using proper academic language. The extent of the English language studies is 5CR and the studies are included in the different study units as appropriate

Objectives

The student:

- is able to write structured texts for different academic and practice purposes
- is able to use quotations, referencing and paraphrasing correctly
- is able to write and present a project report, proposal and similar professional texts
- is able to produce a linguistically adequate thesis

Contents

- English grammar and academic writing
- paraphrasing, summarizing and referring to sources
- report and project proposal writing and presentation
- thesis abstract writing
- recording meetings and producing minutes

B. Compulsory Language Studies – Finnish or Swedish Options

Students who are Finnish mother tongue speakers and who have basic Swedish studies must study Swedish language options and those with no Finnish must choose the basic Finnish language options in the first two years of the degree programme.

C. Optional Language Studies**1. Finnish Language Studies 1CR**

Finnish as a supplementary optional study for non Finnish speaking students is offered on an occasional basis.

Objective:

The student:

- develops more advanced speaking skills in Finnish, related to professional contexts

Contents:

- More demanding discussion phrases
- Professional and conceptual topics
- Personal communication in professional settings

2. Swedish Language Studies 4 CR

An optional supplementary course in Swedish is offered to DSS students on an occasional basis. It is especially for those whose Finnish skills are quite good and they want to learn the basics of the Swedish language instead of Finnish.

Objectives:

The student:

Is able to tell about themselves and their educational and professional background
Is able to manage communication in everyday situations
Understands basic Swedish in written form
Is able to write relatively simple texts related to themselves and working life

Contents:

- Basic everyday and professional vocabulary
- Basic grammatical structures

DEGREE PROGRAMME IN SOCIAL SERVICES
Focus on community development work
Focus on Diaconal youth and community development work
Practical Training Path
I SEMESTER: Learning to Learn through Reflection on Experience

The student's reflection on biography, education, work experience and interests and the exposure process shape the student's study path. A personal study plan (PSP) is created with the student, including a tentative practical training plan. The student carries out an exposure based study in one area which is used in the second semester studies mini research project and placement.


II SEMESTER: Practical training: Mini Research Project 5ECTS & Practical Placement 5ECTS

The primary goals are structured by the professional competence required of a Bachelor of Social Services. The practical work is designed to mirror the early phase of community development work by requiring the student to make a study of a phenomenon in context and develop an awareness of practical social service & diaconal work related to basic professional concepts. This student develops an understanding of professional work and evaluates personal and professional growth.


III SEMESTER: Practical training: Participation and Social Inclusion 10 ECTS

The placement offers challenging work with users and groups/communities in which the student gains professional expertise in guiding work processes towards social inclusion. The key contents include work with adults, families, elderly people or youth at risk. Issues may include unemployment, marginalisation, mental health or substance abuse.

For those taking the DSS-D option this placement **must** be in diaconal work in a parish and with those who are marginalised in that context, including being outside the regular church life. At least one further placement must be in a diaconal context.


IV SEMESTER: Practical Training: Building Society in Diversity 10ECTS

Core contents include working with persons and communities with different identities, cultures and religions. Students gain the ability to analyse the position of minorities and on the basis of human rights to advance non-discrimination. Students are able to evaluate their professional expertise and support the development of group and community organisation as well as a sustainable multicultural environment. For students who choose the DSS-D option this placement will normally be in a parish, parish union or other diaconal organization.

For all DSS-D students, the placement report must consider the challenge of the context to the churches and their self-understanding (contextual theology).



V SEMESTER: Practical Training: Community, Empowerment and Participation 15ECTS

The core contents include analysing a context and working with a specific community organisation or user group, to advance their participation collectively in the decisions which affect their lives. Students learn how to work with groups to achieve change and to reflect on and evaluate their practice. This placement is usually international for those who wish to choose that option. For DSS-D students, the placement will normally be in a church, parish union or diaconal organisation

For DSS-D students, in all cases the placement has to consider the role of churches and if relevant, other faith communities, in social action and community development work. There may be a focus on special needs of young people. The implications for worship and spirituality must also be addressed.

VI SEMESTER: Practical Training: Management for Change and Innovation 10ECTS

The core contents include expertise related to working communities and management of organisations and change strategies. This focuses is on self and organisational development, working life phenomena and the role of a Bachelor of Social Services within society and the church. Management and working practices of organisations in context, possibly including the church and diaconal organisations are studied and analysed to create an understanding of research and development needs and to enhance the operation of an organisation. Project work in all its stages and the evaluation of the student's own actions and other professional processes are important issues in this semester.

VI SEMESTER: New Outputs – Wider Impact

The student uses all the professional and personal learning in relation to the development of a thesis related to the development needs of a particular group, organisation and/or in a particular context. The student organises the feedback of the results in a manner which promotes empowerment, development and change.

DSS-D students must have a diaconal focus in their thesis work.

DEGREE PROGRAMME IN SOCIAL SERVICES
Focus on Community Development Work
Focus on Diaconal Youth and Community Development Work
Community Based Learning Environments

COMMUNITY BASED LEARNING ENVIRONMENTS: YEAR ONE	
I SEM 5CR*	Exposure Process Using biography and a process of exposure to a neighbourhood to work on the impact of identity and socialisation on personal and professional approach to social and diaconal work The neighbourhood is the relevant environment. Kallio neighbourhood is used and it may be that in future other Community Based Learning Environments are used (see next box)
	Local Social Analysis DSS and DSS-D is developing Community Based Learning Environments which are community based and coordinated by a local partner. First year students are formed into small groups which each focus on one Community Based Learning Environment. Each group encounters the different realities and contexts' faced by key service users and providers in one neighbourhood. This builds on the exposure process linking it to analysis of local contexts. *This comprises two study units with a mixture of teaching and visits, evaluation and feedback
	Mini Research Project 5CR Small research project to understand one phenomenon in context. A team of 4 or 5 students (formed in SEM 1) concentrate on one location, building up a social analysis of one place (issues and/or actors) Phenomenon may be related to life cycle (young immigrants, elderly), services for a particular group or issues facing a given group (examples only) Each team will be based in the Community Based Learning Environment (CBLE) which was agreed in the autumn
II SEM 10CR	Placement 5CR Short placement in one service provider in the same location as mini-project. The aim is to get to know basics of professional work in relation to different issues in the context of a CBLE. The placement may be with service providers in municipal, third sector, private sector or church/diaconia or with a self organisation/association

COMMUNITY BASED LEARNING ENVIRONMENTS: YEAR TWO	
III SEM 10CR	<p>Community Development Work or Youth and Community Development Work, Participatory Social Services: Focus on Participation & Social Inclusion</p> <p>Main aim will be to have placements in the Community Based Learning Environment areas. Examples of priority settings include: Work with community projects and organisations Foundations and NGO's in the field of social exclusion where the focus is on participation and inclusion Street work with adults or young people Work by parishes with excluded young people Work by parishes and diaconal organisations with excluded or homeless people and groups Specialist centres for the support of elderly people living at home, community and network building in and with elderly care facilities User and patient organisations (such as rehabilitation centres, associations of unemployed people, etc.) Housing services (implemented by municipalities, parishes or organisations; such as housing services for adult disabled persons, private providers Work with families/child welfare including specialist centres and in special cases residential facilities if related to community or to transition out of the facility NGO's and other organisations working with elderly people, especially self-organisation of elderly people;</p> <p>Other possible placement settings may include: Social welfare offices / social work with adults / rehabilitation services with a participatory approach Organisations that work for the welfare of released offenders Social work with agencies such as Police and local schools, focussed on exclusion Labour Force Service Centres</p>
IV SEM 10CR	<p>Community Development Work or Youth and Community Development Work, Participatory Social Focus on Building Society in Diversity</p> <p>Main aim will be to have placements in Community Based Learning Environment areas. Examples of priority settings include: Work with services for groups who are discriminated against because of an aspect of their identity Specialist organisations working with women in relation to specific issues Community and voluntary organisations with and for immigrants; programmes for integration (examples include settlements and education providers) Culture houses working on integration issues Neighbourhood organisations where the organisation has a clear strategy to address issues of diversity in the neighbourhood Parishes and diaconal organisations working with immigrant groups and other marginalised groups (because of gender, sexual orientation, disability etc) Reception centres working with adult and young asylum seekers Work by parishes and diaconal organisations with young immigrants or other young people excluded because of identity issues Projects, self organisations and community organisations with and for people who are differently abled</p>

COMMUNITY BASED LEARNING ENVIRONMENTS: YEAR THREE

V SEM 15CR	Community Development Work or Youth and Community Development Work, Participatory Social Services: Focus on Community, Empowerment and Participation
	<p>Main aim will be to have international placements wherever possible, or placements in the Community Based Learning Environment areas. The priority for the placement is the possibility to follow a work process with a group using community development or youth and community development or other related methods and strategies. Examples of priority settings include: Community organisations and neighbourhood groups and organisations and/or organisations working to support such groups such as settlements and other non government organisations Projects and ventures which promote the collective participation of specific groups of excluded people Work with projects dealing with the participation of excluded people and groups, supporting community or self organisation Urban or rural community development projects Work by parishes and diaconal organisations for the empowerment and self organisations of excluded or homeless people and groups Work by parishes with excluded young people including building up organisations of young people Work by parishes and diaconal organisations developing community organisations Work with housing providers or tenant service organisations on the organisation of residents in neighbourhoods Work with unemployed people and their self organisation Working with associations of users such as people with disabilities.</p> <p>Other placement settings may include: User and patient organisations to which it is possible to connect community development or user participation work Social welfare offices / social work with adults where the emphasis is on participation and organisation of people 'affected'. Education, Cultural Service or Youth departments of municipalities with an approach to working participation and self organisation</p>
VI SEM 10CR	Community Development Work or Youth and Community Development Work, Participatory Social Services: Focus on Management for Change and Innovation
	<p>Main aim will be to have placements in the Community Based Learning Environment areas. Examples of priority settings include: Different ventures and projects (such as community and self organisations, development projects and agencies, organisations aiming to promote the interests of users from the point of view of project development and management Municipalities, NGO's, service providers and other organisations from the point of view of management and leadership Development agencies, media and other organisations in the 'second line' behind projects (educating, raising funds, advocacy etc) Parishes and Diaconal organisations working with excluded people and aiming at empowerment Organisations (church based or otherwise) which work with and for young people, especially promoting their empowerment and self organisation</p>

Degree Programme in Social Services

- *Focus on Community Development Work*

Optional Studies

Semester VI: International Issues in Disability & Human Rights	Visits to groups, organisations, self organisations in the field
Semester VI: Multicultural Counselling	Visits to groups, organisations and projects in the field
Semester VII: International & Multicultural Issues in Child Welfare	Placement in a relevant organisation 5CR
Semester VII: Substance Abuse Specialisation Studies	Visits to groups, organisations

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