



AALBORG UNIVERSITET

STUDIEORDNING FOR KANDIDATUDDANNELSEN I AVANCERET UDVIKLING I SOCIALT ARBEJDE, 2020

KANDIDAT
AALBORG

MODULER SOM INDGÅR I STUDIEORDNINGEN

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RESEARCH METHODOLOGY AND ETHICS

2022/2023

CONTENT, PROGRESS AND PEDAGOGY OF THE MODULE

Through core lectures and group/class discussions students will explore central methodological approaches in social work research and how research relates to practice and empirical data. Together with this students will be taught and discuss main ethical implications of social work research. To fully understand and experience possibilities and barriers in different methodological approaches students will be trained in critically evaluating, designing and selecting relevant research methods for carrying out social work research. Students will gain a deep knowledge of the array of methods and techniques available in research and be able to apply such knowledge to different real life contexts within the social work framework. Students will be able to practice their skills in a Field Study – please see description in module 6.

The main module topics are: Ethics and Research in Social Work; Etnographic field work; Practice research; Qualitative methods e.g. in depth interviews, focus groups, participant observation; Quantitative methods; Mixed Method

TYPE OF INSTRUCTION

Core lectures, group work, structured debate and presenting posters. Core lectures contains a lecture, group work and joint discussions. The three modules in the second semester, although divided, are closely connected. Students are supposed to connect the three modules in Semester 2 by switching between them all the way through the semester. The aim is to make students understand that problem based learning, field studies, research methodology and ethics, theories, analyses and discussions of power and different perspectives are closely connected. This will imply that the module will contain discussions of field experiences and problem based learning. In this way, core lectures will involve both common debates and group work from all three modules. Besides the subjects taught and discussed in this module constitutes a general and basic knowledge supposed to be used throughout the program and as central skills graduates are able to utilize after finishing the program.

Module 4 will relate to module 6: 1) Field Study where students are able to practice their design, 2) PBL report as students are able to use empirical data selected in the Field study.

EXAM

EXAMS

Name of exam	Research Methodology and Ethics
Type of exam	Oral exam Assessment is made on the basis of an oral group presentation and discussion with accompanying poster including a research design focusing methodological approaches and ethical consideration. Presentations are launches by groups of students established also for the Field Study and PBL report. Students are expected to present a proposal for a research design to teachers and fellow students. The presentation is to be delivered within a week after the last lecture of the module. The poster based presentation will, together with the students' ability to defend their choices and reflections in the following discussion, form the basis for the assessment.
ECTS	10
Assessment	7-point grading scale
Type of grading	Internal examination
Criteria of	The criteria of assessment are stated in the Examination Policies and Procedures

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FACTS ABOUT THE MODULE

Danish title	Forskningsmetodologi og Etik
Module code	ASA20194
Module type	Course
Duration	1 semester
Semester	Spring
ECTS	10
Language of instruction	English
Location of the lecture	Campus Aalborg
Responsible for the module	Pia Ringø , Mie Engen

ORGANISATION

Study Board	Study Board of MSc in Social Work
Department	Department of Sociology and Social Work
Faculty	Faculty of Social Sciences and Humanities

POWER RELATIONS AND ACTOR PERSPECTIVES IN SOCIAL WORK

2022/2023

CONTENT, PROGRESS AND PEDAGOGY OF THE MODULE

During the module students will gain knowledge, competences and skills to study, analyze, conceptualize and critically reflect upon how welfare is produced within welfare regimes, specific areas of social policy, administration and in social work practice with service users. There will be a particular focus on how multiple actor perspectives and power relations at various levels and within different fields of society influence the production of well-being. This also involves an understanding of how this production is related to a wider international context of welfare, social policy and social work practice including the shaping and transformations of different welfare regimes.

TYPE OF INSTRUCTION

Core lectures, group work, structured debate. Core lectures contains a lecture, group work and joint discussions. The three modules in the second semester, although divided, are closely connected. Students are supposed to connect the three modules in Semester 2 by switching between them all the way through the semester. The aim is to make students understand that problem based learning, field studies, research methodology and ethics, theories, analyses and discussions of power and different perspectives are closely connected. This will imply that the module will contain discussions of field experiences and problem based learning. In this way, core lectures will involve both common debates and group work from all three modules. Besides the subjects taught and discussed in this module constitutes a general and basic knowledge supposed to be used throughout the program and as central skills graduates are able to utilize after finishing the program.

EXAM

EXAMS

Name of exam	Power Relations and Actor Perspectives in Social Work
Type of exam	Written exam Individually written essay on power relation and actor perspectives. Students will start their work on the essay during the six weeks involving lectures. On the basis of both lectures and common discussions of chosen subjects, students will work continuously on the essay and finish it a week after finishing lectures. The essay is an independent and individual assessment however the knowledge from the essay is expected to be transferred to the PBL project.
ECTS	10
Assessment	7-point grading scale
Type of grading	Internal examination
Criteria of assessment	The criteria of assessment are stated in the Examination Policies and Procedures

FACTS ABOUT THE MODULE

Danish title	Magtrelationer og aktørers perspektiver i socialt arbejde
Module code	ASA20195

Module type	Course
Duration	1 semester
Semester	Spring
ECTS	10
Language of instruction	English
Location of the lecture	Campus Aalborg
Responsible for the module	Lars Uggerhøj

ORGANISATION

Study Board	Study Board of MSc in Social Work
Department	Department of Sociology and Social Work
Faculty	Faculty of Social Sciences and Humanities

FIELD STUDY AND PROBLEM BASED APPROACHES

2022/2023

CONTENT, PROGRESS AND PEDAGOGY OF THE MODULE

During the module students will gain knowledge about the theories, methods and practices of Problem and Project Based Learning, skills to define, study, analyze and critically reflect on problems related to power relations and actor perspectives in a problem based way, and competences to do research/study in complex contexts in an independent, reflective and knowledge based way. This involves the student's capability to use theories and research methods for doing field study in a problem based way. It also involves the student's capability to creatively analyze and take responsibility for their own learning processes and academic advancement individually and in cooperation with other actors. During the Field Study, students will collect different sources of data that help them to discuss and apply different theoretical approaches in identifying and analyzing which actor perspectives and power relations are involved in the practical production of welfare within the specific setting. In particular, students are expected to identify consequences of conflicting interests and different actors pursuing different perspectives. After having collected their data, the students will present their fieldwork reflections (initial analysis) and the key 'problematic' characterizing the institutional setting in a seminar. Since problem and project based learning always relates to a specific issue or topic in focus, the teaching and learning activities of this module will be closely related to the other modules in semester 2. For example, when learning about the theories and methods of PBL, students will be encouraged to study, analyze and critically integrate reflections on power relations and actor perspectives within social work and welfare systems that they have learnt in Module 5 (Power relations and actor perspectives). Additionally, the Field Study will be an integrated part of the PBL approach. These links between PBL and Field Study will enable students to conduct a problem based project integrating knowledge, skills, experience and competences from different modules.

TYPE OF INSTRUCTION

Core lectures, group work, structured debate and Field study. Core lectures contains a lecture, group work and joint discussions. The three modules in the second semester, although divided, are closely connected. Students are supposed to connect the three modules in Semester 2 by switching between them all the way through the semester. The aim is to make students understand that problem based learning, field studies, research methodology and ethics, theories, analyses and discussions of power and different perspectives are closely connected. This will imply that the module will contain discussions of field experiences and problem based learning. In this way, core lectures will involve both common debates and group work from all three modules. Besides the subjects taught and discussed in this module constitutes a general and basic knowledge supposed to be used throughout the program and as central skills graduates are able to utilize after finishing the program.

EXAM

EXAMS

Nam e of exa m	Field Study and Problem Based Approaches
Typ e of exa m	Oral exam based on a project The assessment of the module is based on a written report in combination with an oral examination. The assessment values the student's knowledge, skills and competences to do problem based research in complex contexts in an independent, reflective and knowledge based way. This involves knowledge about the power relations and actor perspectives at play in the particular field of study including the Field Study. It also involves a clear reference to the theoretical, methodological, empirical and practical problems of knowledge within the field of study. Finally it involves looking at the student's capability to reflect on their own processes of learning, their academic advancement individually and in cooperation with others with a reference to theories and methods of PBL. The final grade is based on how the students meet this in the written report as well as in the oral examination. All though the assessment of this module integrates knowledge from module 'Research Methodology and Ethics' and 'Power Relations and Actor Perspectives' it represents an independent assessment
ECT S	10

Assessment	7-point grading scale
Type of grading	Internal examination
Criteria of assessment	The criteria of assessment are stated in the Examination Policies and Procedures

FACTS ABOUT THE MODULE

Danish title	Feltstudier og PBL-baseret tilgang
Module code	ASA20196
Module type	Course
Duration	1 semester
Semester	Spring
ECTS	10
Language of instruction	English
Location of the lecture	Campus Aalborg
Responsible for the module	Lars Uggerhøj

ORGANISATION

Study Board	Study Board of MSc in Social Work
Department	Department of Sociology and Social Work
Faculty	Faculty of Social Sciences and Humanities

PRACTICE RESEARCH AND SERVICE USER PERSPECTIVES

2022/2023

CONTENT, PROGRESS AND PEDAGOGY OF THE MODULE

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

The module is divided into different subjects:

Practice Research and knowledge production:

- What is practice in social work
- How is it possible to establish learning- and knowledge production processes in social work practice/ within welfare professions
- What is Practice Research?
- Possibilities and barriers in Practice Research – learning processes/development and research, different interests, different forms of knowledge and experiences and negotiation as a tool in practice research
- Practice research connected to different scientific and methodological approaches –evidence based social work, traditional scientific approaches/methods.
- Examples of and experience from practice research
- Service Users and social work in a critical perspective:
 - what is a service user
 - from victim to user?
 - the modern power perspective?
- Concepts and notions in service user perspectives – involvement, participation, democratic processes/strategies
- Service users in social work (practice) research
- The connection between practice research and service user perspectives
- Seminar discussion on issues connected to producing a practice research design

LEARNING OBJECTIVES

KNOWLEDGE

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

SKILLS

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

COMPETENCES

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

TYPE OF INSTRUCTION

Lectures

EXTENT AND EXPECTED WORKLOAD

10 ECTS

EXAM

EXAMS

Name of exam	Practice Research og Service User Perspektiver
Type of exam	Written exam On the basis of both lectures and common discussions of chosen subjects, students individually produce a design for a practice research based research/investigation. The design is expected to be connected to the focus in the Field Study and the upcoming PBL-project. Students will be marked individually.
ECTS	10
Assessment	7-point grading scale
Type of grading	Internal examination
Criteria of assessment	The criteria of assessment are stated in the Examination Policies and Procedures

FACTS ABOUT THE MODULE

Danish title	Practice Research og Service User Perspektiver
Module code	SAC110003D
Module type	Course
Duration	1 semester
Semester	Autumn
ECTS	10
Language of instruction	English
Location of the lecture	Campus Aalborg
Responsible for the module	Lars Uggerhøj

ORGANISATION

Study Board	Study Board of MSc in Social Work
Department	Department of Sociology and Social Work
Faculty	Faculty of Social Sciences and Humanities

PROBLEM BASED LEARNING

2022/2023

CONTENT, PROGRESS AND PEDAGOGY OF THE MODULE

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

The module will introduce and improve the students' understanding of problem based approach and prepare the student to use the approach in all three 'Aalborg modules'.

The module is divided into different subjects:

- PBL – a general introduction
- PBL – the connection to Social Work, Practice Research and Service User

Perspectives:

Writing a PBL-project on the basis of a Field Study and the overall theme of Practice research and Service User perspectives PBL-project seminar – groups present and discuss critically issues from the process of investigating and writing a project.

LEARNING OBJECTIVES

KNOWLEDGE

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

SKILLS

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

COMPETENCES

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

TYPE OF INSTRUCTION

Lectures and project work

EXTENT AND EXPECTED WORKLOAD

15 ECTS

EXAM

EXAMS

Name of exam	Problem Based Learning
Type of exam	<p>Oral exam based on a project At the group assessment students will orally defend the written report in a discussion with two members of the teaching team.</p> <p>The final grade is based on the written report and the oral examination. The written part counts 50% and the oral part counts 50%. Students will get one final mark.</p>
ECTS	15
Assessment	7-point grading scale
Type of grading	Internal examination
Criteria of assessment	The criteria of assessment are stated in the Examination Policies and Procedures

FACTS ABOUT THE MODULE

Danish title	Problembaseret læring
Module code	SAC110004D
Module type	Project
Duration	1 semester
Semester	Autumn
ECTS	15
Language of instruction	English
Location of the lecture	Campus Aalborg
Responsible for the module	Lars Uggerhøj

ORGANISATION

Study Board	Study Board of MSc in Social Work
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Faculty	Faculty of Social Sciences and Humanities

FIELD STUDY

2022/2023

CONTENT, PROGRESS AND PEDAGOGY OF THE MODULE

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

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

LEARNING OBJECTIVES

KNOWLEDGE

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

SKILLS

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

COMPETENCES

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

TYPE OF INSTRUCTION

Lectures and field studies

EXTENT AND EXPECTED WORKLOAD

5 ECTS

EXAM

EXAMS

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

ECTS	5
Assessment	Passed/Not Passed
Type of grading	Internal examination
Criteria of assessment	The criteria of assessment are stated in the Examination Policies and Procedures

FACTS ABOUT THE MODULE

Danish title	Feltarbejde
Module code	SAC110005D
Module type	Course
Duration	1 semester
Semester	Autumn
ECTS	5
Language of instruction	English
Location of the lecture	Campus Aalborg
Responsible for the module	Lars Uggerhøj

ORGANISATION

Study Board	Study Board of MSc in Social Work
Department	Department of Sociology and Social Work
Faculty	Faculty of Social Sciences and Humanities

MASTER'S THESIS

2022/2023

CONTENT, PROGRESS AND PEDAGOGY OF THE MODULE

Social work as a field of knowledge is obtained and developed through different sources such as practice, education and research. Research is a fundamental part of social work and welfare innovation and professional development. Such research examples are identifying social issues, studying the effectiveness of practice, developing user participation and facilitate ethical informed empowering interventions. This master thesis module involves the completion of investigating a research question using one or several relevant research methodologies, and further utilize and build on knowledge, skills and values developed throughout the Nordic Master of Social Work and Welfare.

The module deepens the students` knowledge in social work and welfare. The course will deal with the following topics:

- To choose a topic and formulate research questions
- To collect data
- To document the data
- To analyse the data
- To write a research report

LEARNING OBJECTIVES

KNOWLEDGE

- Research design and theory of science relevant to the investigation of a particular question.
- Relevant research literature positioning the students chosen topic within an academic context.
- Theoretical perspectives and conceptual tools relevant for writing the master thesis on researching the chosen topic.
- Methodological approaches to describe and discuss collection and analysis of relevant data for the master thesis.

SKILLS

- Conduct a literature review of the relevant state of the academic knowledge related to the chosen research topic.
- Conduct an independent master thesis within a workload of one semester timeframe and under supervision.
- Critically review and evaluate relevant methods and findings used in literature that are important and in use in the actual master thesis.
- Discuss and choose a relevant methodology and apply this in a reflective manner at the actual master thesis.
- Show the ability to make judgments with regard to research ethics and societal aspects.

COMPETENCES

- Read and critically assess academic literature.
- Undertake independent and ethically informed applied research by the integration of advanced skills and knowledge in the field of social work and welfare.
- Critically analyse and synthesise multiple forms of empirical, theoretical and methodological data with careful consideration of research ethics, including the importance of human rights and social work, welfare and cultural context.
- Present specialised knowledge and research findings in the form of academic writing and facilitate research-informed social work and welfare knowledge, oral or/and written, to multiple settings and audiences.

TYPE OF INSTRUCTION

Two seminars and project work

EXTENT AND EXPECTED WORKLOAD

30 ECTS

EXAM

EXAMS

Name of exam	Master's Thesis
Type of exam	<p>Master's thesis/final project</p> <p>The research project at a minimum of 36 and a maximum of 44 pages – equivalent to a minimum 18 000 and maximum 22 000 words – is designed to be an in-depth evaluation and/or analyses of social work and welfare.</p> <p>The master's thesis must document skills in applying academic theory and methods to a specific academic subject. The thesis completes the programme.</p> <p>The maximum scope of an assignment or a project is defined as a number of standard pages. A standard page corresponds to 500 words.</p> <p>Notes and lists of references are included in the word count, whereas the title page, table of contents and summary are not. Appendices can be added. Appendices are usually not produced by the examinee, but contain presentations/reproductions of source material and are not included in the word count. Appendices must, however, correspond somewhat to the scope of the project.</p> <p>The master's thesis consisting of minimum 18 000 and maximum 22 000 words will be assessed by two examiners – in Denmark one of the examiners will be external.</p> <p>Within a month after the submitting of the thesis, the student is required to give an oral defence.</p>
ECTS	30
Assessment	7-point grading scale
Type of grading	External examination
Criteria of assessment	The criteria of assessment are stated in the Examination Policies and Procedures

FACTS ABOUT THE MODULE

Danish title	Kandidatspeciale
Module code	SAC440002C
Module type	Project
Duration	1 semester
Semester	Spring
ECTS	30
Language of instruction	English
Location of the lecture	Campus Aalborg
Responsible for the module	Lars Uggerhøj

ORGANISATION

Study Board	Study Board of MSc in Social Work
Department	Department of Sociology and Social Work
Faculty	Faculty of Social Sciences and Humanities