DESCRIPTION OF COURSE UNIT

1.

Code	Course unit title	Title of the degree programme
	Digital Social Work with Children and Youth	*ESWOCHY, Full-time study*

2.

Name of lecturer(s)	Departament(s)
CU teacher	*Department of Social Work*

3.

Cycle of course unit	Level of course unit	Type of course unit
II cycle	*Not applicable*	*Compulsory*

4.

Mode of delivery	Year of study and semester when the course unit is delivered	Language of instruction
Face to face, distance	*3 semester*	*English*

5.

Study requirements		
Prerequisites	**Co-requisites**	**Internship**
Not applicable	*Not applicable*	*Not applicable*

6.

Recommended optional programme components
Not applicable

7.

Number of ECTS credits allocated	Student's workload	Contact work hours and planned learning activities	Independent work hours
6	*162*	*50*	*112*

8.

Purpose of the course unit: programme competences to be developed
Identify changes in social work services and counseling related to digitization and development of information technologies. *Strengthen skills and competencies in the field of social work with young people in a virtual environment.* *Understand secure interaction on the Internet and social networks.*

Learning outcomes of the programme	Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Will be able to understand, critically analyse and evaluate contribution of different theories of social sciences and humanities as well as indigenous knowledge to micro-macro practice and research of social work with children and	*Will obtain understanding about the ICT-supported social work interventions with children and youth.*	*Introductory lectures during Intensive Program, group-work in the seminars, afterwards discussion boards*	*Active participation and tasks performance in seminars; reading and analysis of scientific literature; practical tasks and exercises*

youth; analyse and critically evaluate policy decisions regarding their impact on young people across all sectors, notably employment, education, health and social inclusion.		*and tutoring supported by Moodle and individual studies of the theoretical literature and other sources of course; (virtual) study visits.*	
Will be able to investigate and analyse social needs and problems of children, youth and their families and provide directions to policies and actions that help to make remedial goals identifiable and achievable; analyse, synthesize and critically evaluate research findings; apply research results in changing and uncertain situations; ensure the well-being of children and youths through evidence-based practices.	*Will be able to use research findings and guidelines in order to apply innovations and improve quality of services in a field of child and youth rights protection*	*Introductory lectures during Intensive Program, group-work in the seminars, afterwards discussion boards and tutoring supported by Moodle and individual studies of the theoretical literature and other sources of course; (virtual) study visits.*	*Active participation and tasks performance in seminars: reading and analysis of scientific literature; individual written assignment (essay)*
Will be able to systematically assess diverse needs of children and youth, and actively engage children and youths in addressing their needs; apply empowering social work intervention methods; advocate for resources and system reforms that will improve services for children and youths; incorporate and use new IC technology appropriately and effectively in multiple areas providing services to children and youth; educate children and youth risk management using ICT.	*Will be able to provide the assessment of specific needs of children and youth, to use assessment and identification ICT instruments to identify client's problems and social diagnosis, use the methods of prevention and psychosocial rehabilitation*	*Introductory lectures during Intensive Program, group-work in the seminars, afterwards discussion boards and tutoring supported by Moodle and individual studies of the theoretical literature and other sources of course; (virtual) study visits.*	*Active participation and tasks performance in seminars: reading and analysis of scientific literature; group-work tasks; simulation-based counselling training preparing and presenting individual project*
Will be able to be culturally responsive and approach clients who are from different racial, socio-economic, and ethnic communities with respect and openness; develop social and cultural communication competences of children and youth; promote interprofessional collaboration ensuring democratic manner of communication and decision making; endeavour that	*Will be able to apply the knowledge and skills in the multi-professional and/or international teamwork and via ICT channels.*	*Introductory lectures during Intensive Program, group-work in the seminars, afterwards discussion boards and tutoring supported by Moodle and individual studies of the theoretical literature of the*	*Active participation and tasks performance in seminars: reading and analysis of scientific literature, group-work tasks, group discussion and brainstorming*

| shared knowledge and skills of social services providers and consideration the service user in a holistic way will allow influence the ways service for children, youth and their families are provided. | | literature and other sources of course; (virtual) study visits. | |

9.

<table>
<tr><td colspan="11" style="text-align:center">Course contents</td></tr>
<tr><td rowspan="3">Topics</td><td colspan="8">Contact work hours and planned learning activities</td><td colspan="2">Independent work hours and tasks</td></tr>
<tr><td><i>Lectures</i></td><td><i>Consultations</i></td><td><i>Seminars</i></td><td><i>Training exercises</i></td><td><i>Laboratory work</i></td><td><i>Internship</i></td><td><i>Assessment</i></td><td><i>Remote contact work hours</i></td><td>All contact work hours</td><td><i>Work in the computer classroom</i></td><td>Independent work hours</td><td>Tasks</td></tr>
</table>

Topics	Lectures	Consultations	Seminars	Training exercises	Laboratory work	Internship	Assessment	Remote contact work hours	All contact work hours	Work in the computer classroom	Independent work hours	Tasks
Social Work and technologies - a new channel for working with young people	2		2						4		10	*Reading and analysis of scientific literature*
Why do clients choose work online? Counselling synchronously and asynchronously	2		2						4		12	*Reading of scientific literature, group discussion and brainstorming*
Distance counselling (ex. via telephone call, video call, online)	2		4						6		12	*Reading and analysis of scientific literature; group-work tasks; simulation-based counselling training*
Blogging and video blogging for helping professions. Social work and social media	2		4						6		12	*Preparing, publishing and presenting short video or written blog post*

Chatbots for counselling and therapy	2		2							4		12	*Reading and analysis of scientific literature; group-work tasks; simulation-based counselling training; creating and presenting own chatbot*
Assistive technologies and social robots	2		2							4		12	*Reading and analysis of scientific literature; individual written assignment*
Digital literacy and digital capabilities for social workers	4		4							8		12	*Exercises during classes*
Distance education technology	2		2							4		10	*Reading and analysis of scientific literature; practical tasks*
Safe on the Internet – protection of youth against predators, manipulations and hoaxes. Fact-checking	4		2							6		10	*Reading and analysis of scientific literature; practical tasks*
Ethical responsibilities when using digital technology	2									2		10	*Reading and analysis of scientific literature*
Examination								2		2			
Overall	**24**		**24**					**2**		**50**		**112**	

10.

Assesment strategy	Weighting percentage	Period or date of assessment	Assessment criteria
Tasks performance in seminars	*10*	*During semester*	*Attendance and the quality of active participation in seminars*
Project (individual project)	*10*	*During semester*	*Creative task, make a short vlog (video blog) or written blog and publish it*

Tasks	10	During semester	Prepare own chatbot
Essay	10	During semester	Individual written assignment ("Robots' role in social work process")
Examination	60	Examination session	Final test of 30 questions, should include 10 open and 20 closed questions. (In total maximum is 40 points: 2 points for open question and 1 point for close question) Assessment is provided in 10-point grading scale. The assessment is following: 10: excellent knowledge and skills emerged during the tasks. 9: very good; 8: good, there might occur some insignificant mistakes. 7: mediocre knowledge and skills, there are mistakes. 6: knowledge and skills are lower than mediocre; there are (significant) mistakes. 5: knowledge and skills still comply with minimum requirements. Many mistakes. 4-0: minimum requirements not fulfilled.

11.

Required reading
Jones, G., Stokes, A (2008). Online Counselling: A Handbook for Practitioners. London: Macmillan International Higher Education Aramburu, L., & Marcuello-Servós, C. (2018). Digital generation, emotions and social movements: A conceptual framework. In M. Lisboa, & D. Cerejo (Eds.), Complexity sciences: Theoretical and empirical approaches to social action (pp. 65–78). Newcastle, UK: Cambridge Scholars Publishing Hill, A., Shaw, I. (2011). Social work and ICT. London: Sage López Pel?ez, A. (Ed.). (2014). The robotics divide. A new frontier in the 21st century? New York: Springer.

Recommended reading
Adedoyin, A. C. (2016). Deploying virtual communities of practice as a digital tool in social work: A rapid review and critique of the literature. Social Work Education, 35(3), 357–370. Berzin, S. C., Singer, J., & Chan, C. (2015). Practice innovation through technology in the digital age: A grand challenge for social work. Paper No. 12. Columbia, SC: American Academy of Social Work and Social Welfare Best, P., Manktelow, R., & Taylor, B. J. (2016). Social work and social media: Online help-seeking and the mental well-being of adolescent males. British Journal of Social, 46(1), 257–276. Brown, K. (2011). Vulnerability: Handle with care. Ethics and Social Welfare, 5(3), 313–321. Bullock, A. N., & Kolbin, A. D. (2015). Communication technology integration into social work practice. Advances in Social Work, 16(1), (Spring 2015) 1–14. Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). Community practice. Theories and skills for social workers. New York, NY: Oxford University Press. Waldman, J., & Rafferty, J. (2006). Evidence from virtual social work practice. Journal of Evidence-based Social Work, 3(3–4), 127–148.

DESCRIPTION OF COURSE UNIT

1.

Code	Course unit title	Title of the degree programme
	Scientific Research Practice and Master Thesis	*ESWOCHY Degree Programme, Full-time study*

2.

Name of lecturer(s)	Departament(s)
CU teacher	*Department of Social Work*

3.

Cycle of course unit	Level of course unit	Type of course unit
II cycle	*II cycle*	*Compulsory*

4.

Mode of delivery	Year of study and semester when the course unit is delivered	Language of instruction
Face to face, distance, independent practice	*3rd semester*	*English*

5.

Study requirements		
Prerequisites	**Co-requisites**	**Internship**
Passed study subjects: "Social Research Methodology", "Professional Development and Supervision in Social Work"	*Not applicable*	*Scientific research practice in children and / or youth organization*

6.

Recommended optional programme components
Not applicable

7.

Number of ECTS credits allocated	Student's workload	Contact work hours and planned learning activities	Independent work hours
6	*162*	*26*	*136*

8.

	Purpose of the course unit: programme competences to be developed
	To consolidate theoretical social work with children and youth and social research methodology skills, acquire organizational, coordination and evaluation skills, implementation of the research project and implementing organizations programs for children and youth.

Learning outcomes of the programme	Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Will be able to understand, critically analyse and evaluate contribution of different theories of	*Will be able apply knowledge about children and youth, their environment to own research*	*discussion , case analysis, scientific research, reflective*	*Individual research project and practice programme, analysis*

social sciences and humanities as well as indigenous knowledge to micro-macro practice and research of social work with children and youth; analyse and critically evaluate policy decisions regarding their impact on young people across all sectors, notably employment, education, health and social inclusion.	project and professional practice. Will be able to apply ethical principles to social work research and practice	learning	and presentation of research data
Will be able to investigate and analyse social needs and problems of children, youth and their families and provide directions to policies and actions that help to make remedial goals identifiable and achievable; analyse, synthesize and critically evaluate research findings; apply research results in changing and uncertain situations; ensure the well-being of children and youths through evidence-based practices.	Will be able to analyse and interpret research data, formulate well-grounded conclusions and recommendations. Will be able to reflect in writing and group professional experience of planning and implementing research and reflect his/her growth as a professional	discussion , case analysis, scientific research, reflective learning	Individual research project and practice programme, presentation of research report. Writen reflection
. Will be able to initiate, organize social research applying quantitative and qualitative research in comparison perspective; carry out analysis of social research and results within interdisciplinary context in national and international perspective.	Will be able to define the research problem, purpose, objectives, to choose appropriate data collection and analysis methods. Will be able to carry out a research in accordance with the selected methods. Will be able to apply data processing and analysis methods.	discussion , case analysis, scientific research, reflective learning	Individual research project and practice programme, analysis and presentation of research data
Will be able to enable young people to be architects of their own lives, support their personal development and growth to autonomy, build their resilience and equip them with life skills to cope with a changing world; initiate, develop and coordinate social projects striving to invent new strategies to meet client needs and foster social change; assess a situation and develop a reasonable plan to resolve conflicts and overcome challenges for their clients; organise, coordinate and evaluate process and results of social support for children and youth, perform social management and administration skills shaping institutional or organizational	Will learn to learn from reflection of their practical experience to initiate, develop and coordinate social projects, assess a situation, find conflict solutions, organize, coordinate and evaluate process of social support for children and youth to perform social management, administration and research task. Will learn to raise problematic questions, identify ethical problems/dilemmas in their research activities and will search for best possible solutions in individual and group reflection settings. Will learn to learn from their own and colleagues research experiences in the practice field.	Case analysis, reflecting learning	Individual research project and practice programme. Writen reflection

	structures which facilitate the achievement of goals.				

9.

<table>
<tr><th colspan="11">Course contens</th></tr>
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<tr></tr>
<tr><td>1.1. Introduction to Scientific Resaerch Practice: practice goals, learning outcomes, practice documents, practice tasks, assessment criteria.
Practice process in the practice institution: choice of institution for practice, contact with institution, presentation and discussion of practice tasks, preparation of practice program and research project.</td><td>4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>4</td><td></td><td>10</td><td>Choosing of institution for practice. Sudent practical training agreement. Practice programme.</td></tr>
<tr><td>2. Research project.</td><td>4</td><td></td><td>2</td><td></td><td></td><td></td><td></td><td></td><td>6</td><td></td><td>26</td><td>Research project.</td></tr>
<tr><td>3. Implementation of practice tasks in the practice institution</td><td></td><td></td><td>2</td><td></td><td></td><td></td><td></td><td></td><td>2</td><td></td><td>50</td><td>Inplementation of practice programme and research project.</td></tr>
<tr><td>4. Practice experience reflection (in group)</td><td></td><td></td><td>10</td><td></td><td></td><td></td><td></td><td></td><td>10</td><td></td><td>10</td><td>Cases analysis</td></tr>
<tr><td>5. Practice self-assessment</td><td></td><td></td><td>2</td><td></td><td></td><td></td><td></td><td></td><td>2</td><td></td><td>10</td><td>Written reflection</td></tr>
<tr><td>6. Practice report</td><td></td><td></td><td></td><td></td><td></td><td></td><td>2</td><td></td><td>2</td><td></td><td>30</td><td>Research report</td></tr>
<tr><td align="right">Overall</td><td>8</td><td></td><td>16</td><td></td><td></td><td></td><td>2</td><td></td><td>26</td><td></td><td>136</td><td></td></tr>
</table>

10.

Assesment strategy	Weighting percentage	Period or date of assessment	Assessment criteria
Practical training / Practice / Internship / Work placement / Traineeship	*50*	*At the end of practice*	*Field supervisors assesment*

Examination	*50*	*After practice*	*The research report is assessed according to application of provided methodological requirements.* *10 (excellent) – excellent, exceptional, comprehensive report'* *9 (very well) – sound, good, comprehensive report resolving research problem, there are minor, not essential deficiencies;* *8 (well) – good report, there are minor deficiencies in analysis of research problem or report structure or academic writing mistakes;* *7 (average) – report which requires further development, there are deficiencies in analysis of research problem, structural or methodological shortcomings, and academic writing mistakes;* *6 (satisfactory) – report, which doesn't reveal research problem, appropriate analysis is not done, there are big deficiencies in analysis of research problem, structural or methodological shortcomings, and academic writing mistakes;* *5 (poor) – report, which has essential deficiencies in analysis of research problem, structural or methodological shortcomings, and academic writing mistakes;* *4 (unsatisfactory) – report does not satisfy minimal requirements.*

11.

Required reading
1. Raudeliūnaitė, R., Petrauskienė, A. (2014). Practice Guide for Master Degree Programme in Social Work with Children and Youth. Vilnius: Mykolas Romeris University. *2. Bradford, S., Cullen, F. (2012). Research and Research Methods for Youth Practitioners. London, New York: Routlage.* *3. Gharabaghi, K. (2010). Professional issues in child and youth care practice. London, New York: Routlage.* *4. Jeffs, T., Smith, M. (2010). Youth work practice. UK: Palgrave MacMillan.* *5. Creswell, J. W. (2009). Research design: qualitative, quantitative, and mixed methods approaches. 3rd ed. Thousand Oaks (Calif.); London: SAGE Publications.* *6. Krysik, J.L., Finn, J. (2010). Research for effective social work practice. 2nd ed. Routledge: New York and London.*
Recommended reading
1. Wheeldon, J. (2012). Visualizing social science research: maps, methods, & meaning. Thousand Oaks (Calif.): SAGE Publications. *2. Teddlie, C., Tashakkori, A. (2009). Foundations of mixed methods research: integrating quantitative and qualitative approaches in the social and behavioral sciences. Los Angelas (Calif.): Sage Publications.*

DESCRIPTION OF COURSE UNIT

1.

Code	Course unit title	Title of the degree programme
	Development and Evaluation of Social Projects	*ESWOCHY, Full-time study*

2.

Name of lecturer(s)	Departament(s)
CU teacher	*Department of Welfare and Social Work*

3.

Cycle of course unit	Level of course unit	Type of course unit
II cycle	*Not applicable*	*Compulsory*

4.

Mode of delivery	Year of study and semester when the course unit is delivered	Language of instruction
Face to face, on line	*II*	*English*

5.

Study requirements		
Prerequisites	**Co-requisites**	**Internship**
Social Research Methodology	*Not applicable*	*Not applicable*

6.

Recommended optional programme components
Not applicable

7.

Number of ECTS credits allocated	Student's workload	Contact work hours and planned learning activities	Independent work hours
6	*162*	*50*	*112*

8.

Purpose of the course unit: programme competences to be developed
The aim of the course is to acknowledge students with the methodology of planning, implementation, management and evaluation of social projects, to analyses projects input to social development. *At the end of the course students will know methodological requirements of projects' planning, implementation, management and evaluation, will be able to analyse and apply principles of planning, management and evaluation of the projects, to evaluate projects according to provided criterions; will write an evaluation report.*

Learning outcomes of the programme	Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Will be able to understand, critically analyse and evaluate contribution of different theories of social sciences and humanities as well as indigenous knowledge to micro-macro practice and research of social work with children and	*Will be able to integrate new knowledge of projects' planning, management and evaluation to own professional practice*	*Discussions, reflection*	*Individual and group tasks*

youth; analyse and critically evaluate policy decisions regarding their impact on young people across all sectors, notably employment, education, health and social inclusion.			
. Will be able to initiate, organize social research applying quantitative and qualitative research in comparison perspective; carry out analysis of social research and results within interdisciplinary context in national and international perspective.	*Students will be able to develop and implement social problem prevention programmes*	*Lectures, seminars, discussions, individual and group consultation, evaluation of social projects*	*Individual and group tasks, test*
Will be able to enable young people to be architects of their own lives, support their personal development and growth to autonomy, build their resilience and equip them with life skills to cope with a changing world; initiate, develop and coordinate social projects striving to invent new strategies to meet client needs and foster social change; assess a situation and develop a reasonable plan to resolve conflicts and overcome challenges for their clients; organise, coordinate and evaluate process and results of social support for children and youth, perform social management and administration skills shaping institutional or organizational structures which facilitate the achievement of goals.	*Will be able to describe and analyse input of social projects to social changes.*	*Lectures, seminars, discussions, individual and group consultation, evaluation of social projects*	*Individual and group tasks, test*
Will be able to be culturally responsive and approach clients who are from different racial, socio-economic, and ethnic communities with respect and openness; develop social and cultural communication competences of children and youth; promote interprofessional collaboration ensuring democratic manner of communication and decision making; endeavour that shared knowledge and skills of social services providers and consideration the service user in a holistic way will allow influence	*Will be able to reflect in group professional experience of projects' planning, management and evaluation*	*Discussions, reflection*	*Individual and group tasks*

the ways service for children, youth and their families are provided.										

9.

<table>
<tr><td colspan="11" align="center">Course contents</td></tr>
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<td><i>Seminars</i></td>
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<td><i>Internship</i></td>
<td><i>Assessment</i></td>
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<td>All contact work hours</td>
<td><i>Work in the computer classroom</i></td>
<td>Independent work hours</td>
<td>Tasks</td>
</tr>
<tr>
<td><i>1. Introduction to social projects' planning, implementation, management and evaluation</i></td>
<td>2</td><td></td><td>2</td><td></td><td></td><td></td><td></td><td></td><td>4</td><td></td><td>12</td><td></td>
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<tr>
<td><i>2. The cycle of social project: initiation</i></td>
<td>3</td><td></td><td>3</td><td></td><td></td><td></td><td></td><td></td><td>6</td><td></td><td>13</td><td><i>Written report of project's evaluation – the 1st task</i></td>
</tr>
<tr>
<td><i>3. The cycle of social project: planning</i></td>
<td>3</td><td></td><td>3</td><td></td><td></td><td></td><td></td><td></td><td>6</td><td></td><td>13</td><td><i>Written report of project's evaluation – the 2nd task</i></td>
</tr>
<tr>
<td><i>4. The cycle of social project: implementation. Project budget: revenue and expenditure.</i></td>
<td>3</td><td></td><td>3</td><td></td><td></td><td></td><td></td><td></td><td>6</td><td></td><td>13</td><td><i>Case analysis integrating knowledge and skills</i></td>
</tr>
<tr>
<td><i>5. The cycle of social project: ending and closing</i></td>
<td>3</td><td></td><td>3</td><td></td><td></td><td></td><td></td><td></td><td>6</td><td></td><td>13</td><td><i>Case analysis integrating knowledge and skills</i></td>
</tr>
<tr>
<td><i>6. Types of project evaluation. The process of project evaluation</i></td>
<td>3</td><td></td><td>3</td><td></td><td></td><td></td><td></td><td></td><td>6</td><td></td><td>12</td><td><i>Written report of project's evaluation – the 3rd task</i></td>
</tr>
</table>

7. The project management. Risk management	3		3						6		12	Case analysis integrating knowledge and skills
8. Dissemination and exploitation of the results.	2		2						4		12	Case analysis integrating knowledge and skills
9. Sources of project funding (European Commission: ESF and EGF, public, private and individual sources)	2		2						4		12	Case analysis integrating knowledge and skills
10. Assessment							2		2			
Overall	**24**		**24**				**2**		**50**		**112**	

10.

Assesment strategy	Weighting percentage	Period or date of assessment	Assessment criteria
Case study	30	One week before final test	The written report of social project's evaluation is assessed according to application of provided methodological requirements
Active participation in seminars	20	Permanently	Active participation in the seminar, individual insights into the presentation, analysis.
Examination	50	At the end of the semester	The final exam includes questions of theoretical knowledge and tasks for assessing practical skills of projects' planning, implementation, management and evaluation.

11.

Required reading
Kuster, J., Huber, E., Lippmann, R., Schmid, A., Schneider, E., Witschi, U., Wüst, R. (2015). *Project Management Handbook. Springer-Verlag Berlin Heidelberg*
Madsen, S. (2019). *The power of project leadership: 7 keys to help you transform from project manager to project leader (2nd ed.). London: Kogan Page.*
Pinto, J. K. (2020). *Project management: Achieving competitive advantage (5th ed., Global ed.). Harlow: Pearson Education Limited.*
Wysocki, Robert K. (2019). *Effective project management: Traditional, agile, extreme, hybrid (8th ed.). Indianapolis, Ind.: Wiley.*
Zwikael, O., Smyrk, J. R. (2019). *Project management. A Benefit Realisation Approach. Springer International Publishing.*

Recommended reading
Larson, E.W., Gray, C.F. (2017). *Project Management: The Managerial Process. New York : McGraw-Hill Education.*
Jutte, B. (2012). *Project Risk Management Handbook: The invaluable guide for managing project risks. Mantaba Publishing.*

DESCRIPTION OF COURSE UNIT

1.

Code	Course unit title	Title of the degree programme
	Children and Youth Intercultural Communication	*ESWOCHY*

2.

Name of lecturer(s)	Departament(s)
CU teacher	*Department of Social Work*

3.

Cycle of course unit	Level of course unit	Type of course unit
II cycle	*M*	*Compulsory*

4.

Mode of delivery	Year of study and semester when the course unit is delivered	Language of instruction
face to face and on-line	*3 semester*	*English*

5.

Study requirements		
Prerequisites	**Co-requisites**	**Internship**
Theoretical Models of Social Work, Interactive Methods Working with Children and Youth, Cross-Cultural Mediation	*non-applicable*	*During seminars*

6.

Recommended optional programme components
no applicable

7.

Number of ECTS credits allocated	Student's workload	Contact work hours and planned learning activities	Independent work hours
6	*162*	*50*	*112*

8.

Purpose of the course unit: programme competences to be developed
To develop intercultural learning competencies, theoretical knowledge about globalization, intercultural communication and cooperation, to reveal the advantages of cultural diversity and its successful management working with children and youth, to expand and develop practical skills of eempowerment and advocacy, and to raise self-awareness.

Learning outcomes of the programme	Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Will be able to enable young people to be architects of their own lives, support their personal development and growth to autonomy, build their resilience and equip them with life skills to	*Will be able to critically evaluate theoretical subjects, apply creatively methods related to communication of different cultures in the modern world. Will be able to implement various*	*The transformation of impression into activity methods(group investigation, problem analysis,*	*Spoken/written survey, testing, examination, Master thesis presentation and defense*

cope with a changing world; initiate, develop and coordinate social projects striving to invent new strategies to meet client needs and foster social change; assess a situation and develop a reasonable plan to resolve conflicts and overcome challenges for their clients; organise, coordinate and evaluate process and results of social support for children and youth, perform social management and administration skills shaping institutional or organizational structures which facilitate the achievement of goals.	*social work strategies by fostering intercultural communication in different communities when implementing innovative social services and influencing family and social policy for the welfare of children and youth*	*creation of insights and development scenarios, implementation of IKT.) give opportunities for students to gain competence to solve creatively problems arising*	
Will be able to understand others intellectually, culturally and emotionally and perform effective communication and collaboration; strive for high level of emotional intelligence, that is self-awareness, empathy and sensitivity to others; advocate for clients and deal with conflict within an organization or community group, help children and youth to learn how to deal with conflict in their own lives more effectively.	*Will deep understand the peculiarities of communication between children and youth from different cultures.* *Will be sensitive, empathetic and effective in multicultural environment when implementing innovative social services and influencing family and social policy for the welfare of children and youth.* *Will be able to deal in conflict effectively by choosing the right ways/ strategies.* *Will be able to elaborate culturally appropriate conflict communication management and mediation techniques leading to constructive conflict resolution.* *Will be culturally responsive and approach clients who are from different racial, socio-economic, and ethnic communities with respect and openness deep understand the peculiarities of communication between children and youth from different cultures.*	*The transformation of impression into activity methods(group investigation, problem analysis, creation of insights and development scenarios, implementation of IKT.) give opportunities for students to gain competence to solve creatively problems arising*	*Projects, creative works, research public presentation and defense testing, examination, Master's thesis presentation and defense*
Will be able to develop personal competencies: citizenship and responsibility, critical and system thinking, social justice, respect to human rights and diversity; pursue the personal and professional	*Students will be able:* *Will be able to understand and analyse the socio-cultural preconditions of youth cultural exclusion and discrimination.* *Will be able to carry out the social*	*Communication and cooperation methods(discussions, debates, analytical conversation, group*	*Presentations, blogs, plans, research presentation and disscusions in groups*

growth continuously building competences highly relevant for social work in rapidly changing world; apply creativity and innovations to deal with situations in professional activities employing an entrepreneurial mentality.	*integration of young people and to solve the problems of intercultural communication: to motivate, to enable, to integrate and reintegrate them.* *Will be able to prepare career plans, initiate projects, guide their implementation, assess the quality and effectiveness of social support in a multicultural environment* *Will be sensitive, empathetic and effective in multicultural environment when implementing innovative social services and develop social and cultural communication competences of children and youth* *Will promote interprofessional collaboration ensuring democratic manner of communication in a holistic way allows synergistically influence the ways service for children, youth and their families are provided*	*work and other.) are used to develop students' ability to cooperate, communicate, work in team and guide*	
Will be able to develop personal competencies: citizenship and responsibility, critical and system thinking, social justice, respect to human rights and diversity; pursue the personal and professional growth continuously building competences highly relevant for social work in rapidly changing world; apply creativity and innovations to deal with situations in professional activities employing an entrepreneurial mentality.	*Will understand the peculiarities of communication and cooperation between children and youth from different cultures;* *Will be able working in a multicultural environment providing social services for children and youth fosters citizenship and responsibility, critical and system thinking, social justice, respect to human rights and diversity.*	*Communication and cooperation methods (discussions, debates, analytical conversation, group work and other.) are used to develop students' ability to cooperate, communicate, work in team and guide*	*Presentations, individual tasks and tests, disscusions in small groups, research presentation.*

9.

	Course contents											
Topics	**Contact work hours and planned learning activities**										**Independent work hours and tasks**	
	Lectures	*Consultations*	*Seminars*	*Training exercises*	*Laboratory work*	*Internship*	*Assessment*	*Remote contact work hours*	**All contact work hours**	*Work in the computer classroom*	**Independent work hours**	**Tasks**
1. Introduction. Youth Intercultural Communication. Globalization and intercultural communication. Principles of global world strategy of intercultural communication in different communities.	3		3						6		6	*Work with literature, preparation for exercises, simulations, case study.*
2. Levels of intercultural communication. A. Personal level of intercultural communication: individual values, morals, emotions, exploring borders of personal space) B. Intercultural communication in groups: intercultural communication, group dynamics, communication barriers, intercultural competencies) C. Intercultural communication and the Society: cultural diversity, communication strategies, cross-cultural sensivity)	2	,5	2						4,5		10	*Work with literature, preparation for exercises, simulations, case study.*

Topic												
3. Intercultural Communication Barriers and Bridges. Intercultural communication in child and family health. Understanding of culture and intercultural communication. International socialization of young people: Obstacles and opportunities. Children and youth in multicultural environment. Intercultural opportunities for youth. Youth, Interethnic Relations and Education in Europe.	2	,5	2						4,5		10	Analysis of Discriminations factors. Observe. Analysis of quantitative or qualitative research of children, youth and their environment.
4. Possible discrimination factors in multicultural environment. Problems of children and youth in multicultural environment. Factors formatting view in childhood. Factors supporting in developing attitudes and values. Links between the people who made an effect on growing people attitude and communication with other people.	4	,5	2						6,5		10	Interview Scientific literature analysis, case study
5. Factors interferes an intercultural cooperation. Prejudices and superstitions, stereotypes, racism, xenophobia, anti-Semitism, ethnocentrism, discrimination and its consequences.	4	,5	2						6,5		10	Thought mapping Scientific literature analysis
6. Prejudices and stereotypes about other cultural groups. Researches which clarifies existing stereotypes.	3	,5	2						5,5		10	Preparation of Examples and plan/project of working with multicultural community

7. Ethnocentrism. Ethnocentrism scale. Quantitative research in community.	1	,5	2						3,5		10	Preparation of research
8. Discrimination and it's consequences Quantitative research in community	1	2	2						5		24	Preparation for and conduct of the research and analysis of research data
9. Cultural stigma and youth discrimination: social and cultural factors in social work with migrants (emigrants). Personal identity and culture. Intercultural communication problems; social integration through multiculturalism: motivation, preparation, support and reintegration. Intercultural Education Programme (Lithuanian-British experience). Council of Europe Youth Departament work. European Youth Foundation: support for international and local youth movement	4	1	1						6		10	literature and other sourses analysis
Exam							2		2		12	Preparation for exam
Overall	24	6	18				2		50		112	

10.

Assesment strategy	Weighting percentage	Period or date of assessment	Assessment criteria
Tasks performance in seminars	20	Through workshops	Attendance and the quality of active participation in seminars: active participation in formulation and analysis of issues,performing individual and group tasks, presentation of practical tasks.Assesment in 10-point grading scale. The assessment is following: 10: excellent knowledge and skills emerged during the tasks. 9: very good; 8: good, there might occur some insignificant mistakes. 7: mediocre knowledge and skills, there are mistakes. 6: knowledge and skills are lower than mediocre, there are (significant) mistakes. 5: knowledge and skills still comply with minimum requirements. Many mistakes. 4-0: minimum requirements not fulfilled.
Case study	20	Through workshops	Presentation during seminars. Quality of case analysis.Independent preparation of a case solution that will require student to analyze a conflict in multicultural environment, featured in a case applying learned frameworks (10 points). Analysis

			should include statement of chosen problem /barrier DESCRIPTION (2 points), identification of critical issues, main parties and other stakeholders (2 points), discussion of issues contributing to the conflict and recommendations, addressed (2 points) to the appropriate character from the case working with children and youth in multicultural environment (1 point), proper application of the literature (1 point). Presantation (2 points). For 10 points there is 10 (excellent) evaluation and so on.
Research work (planning and conducting a minimal scale research in line with thematic of study field)	*40*	*At the end of the semester 15 Of October put research work on Moodle*	*Presentation and defense of the completed research project on the integration of young people into society. 10:* *clearly, specifically describes the research methodology (1 points); clear transcription (2 points)* *systematized and presented research results and comparing with another's authors findings. The presentation of the results corresponds to the chosen research strategy (3 points);* *The research results obtained by the student are analyzed by comparing them with the research results obtained by other researchers (1.5 points);* *Clear conclusions, recommendations (0.5 point)* *The student answers the questions asked by colleagues and the lecturer, based on the research material and theories (2.0 points).* *Any non-compliance with the criterion reduces the student's potential score.*
Experience-based learning	*10*	*During semester till 5 of October put on Moodle environment*	*Analysis of field visits organization: 1. This organization take care about* *2. In this organization I can understand;* *3. How members of this organization helps for children and Youth?* *4. What activities they used?* *5. What can You suggest for members of this organizations?*
Analysis (small sample)	*10*	*Through workshops Latest till 5 of October*	*Detail transcriptions with the indicated time and the main categories and subcategories marked in different colors.*

11.

Required reading

1. *Bardauskienė, Raminta; Dromantienė, Leta; Gudžinskienė, Vida; Railienė, Asta; Skučienė, Daiva; Šinkūnienė, Jautrė Ramutė; Žemaitaitytė, Irena. Social work with children and youth: intercultural and international aspect / Mykolo Romerio universitetas. Vilnius : Mykolas Romeris University, 2014. 307 p. ISBN 9789955196679.*

2. *Cooper, P. J. Calloway-Thomas C., Simonds C.J. (2007). Intercultural communication :a text with readings . Pamela J. Cooper,. Boston (Mass.): Allyn and Bacon.*

3. *Callahan K. (2007). Elements of effective governance : measurement, accountability and participation. Boca Raton (Fla.) ; London ; New York (N.Y.) : CRC Press : Taylor & Francis Group.*

4. *Hemmati M. (2002). Multi-stakeholder processes for governance and sustainability: beyond deadlock and conflict. London : Earthscan.*

5. *Lawler J., Bilson A. (2011). Social work management and leadership :managing complexity with creativity London ; New York (N.Y.): Routledge : Taylor & Francis Group.*

6. *Gudžinskienė, Vida; Januškevičiūtė, Asta; Kurapkaitienė, Neringa [Kurpakaitienė, Neringa]. Cultural diversity and intercultural communication in the context of third countries // SOCIN 2013 : international interdisciplinary conference on social innovations "Social innovations : theoretical and practical insights" : conference abstracts [elektroninis išteklius] / Mykolas Romeris University. Vilnius : Mykolas Romeris University, 2013. ISBN*

7. *Gudžinskienė, Vida; Kurapkaitienė, Neringa [Kurpakaitienė, Neringa]. Experience in use of models in social work with third countries citizens (field of study: project of multicultural volunteering centre) // SOCIN 2013 : international interdisciplinary conference on social innovations "Social innovations : theoretical and practical insights" : conference abstracts [elektroninis išteklius] / Mykolas Romeris University. Vilnius : Mykolas Romeris University, 2013. ISBN 9789955195887. p. 107-108. Prieiga per internetą: <http://socin2013.mruni.eu/wp-content/uploads/2013/02/D_2013-10-09.pdf>.*

8. *Ukasoanya, G. (2013). Social Adaptation of New Immigrant Students: Cultural Scripts, Roles, and Symbolic Interactionism. International Journal for the Advancement of Counselling, 36(2),150-161.*

9. *Stangor, (2014) "Defining Social Psychology: History and Principles".*

10. *Katherine, D., (2018). "The Importance of Human Interactions and Relationships."*

11. *Cole N.L., (2018). How Different Cultural Groups Become More Alike. Definition, Overview and Theories of Assimilation.*

12. *Sweileh W. M., et al. (2018) 'Bibliometric Analysis of Global Migration Health Research in Peer-Reviewed Literature (2000−2019)', BMC Public Health.*

13. *Valeria C., (2018). "5 Reasons Why You Need To Speak The Local Language To Live Abroad".*

14. *Scholten P., et al. (2019) Integrating Immigrants in Europe: Research-Policy Dialogues. Dordrecht: Springer.*

15. *Scholten P.(2019) Mainstreaming versus Alienation: Conceptualizing the Role of Complexity in Migration and Diversity Policymaking Rotterdam Erasmus Universiteit Rotterdam*

16. *Zapata-Barrero R., Yalaz E.(2019) Qualitative Research in European Migration Studies. Dordrecht: Springer.*

17. *van Dalen H.(2019) 'Is Migration Still Demography's Stepchild?', Demos: Bulletin over Bevolking en Samenleving,.*

18. *McClusky.L., (2020). "Culture Shock Stages: Everything You Need to Know".*

Recommended reading

1. *Gallagher, A. (2020, October 1st). Global Agenda:MIgration. Retrieved from World Economic Forum: https://www.weforum.org/agenda/2018/10/we-need-to-talk-about-integration-after-migration/*

2. *International Organization for Migration. (2020, October 1st). Glossary on Migration. Retrieved from IOM UN MIGRATION: https://www.iom.int/glossary-migration-2019*

3. *Saygi, H. (2019, June 24). Is 'Language as the Key to Integration' a Myth? Istanbul, Turkey.*

4. *Lapresta-Rey, C., Huguet, ?., Petre?as, C., & Ianos, A. (2019). Self-identifications of youth in Catalonia: a linguistic acculturation theory approach. Journal of Multilingual and Multicultural Development, 1-15.*

5. *Ogawa, E. (2019). Investigating Identity: Gender, Overseas Experience, and Japanese Youth. Journal of Intercultural Communication Research, 1-18.*

6. *Reynolds, J. F., & Orellana, M. F. (2019). TRANSLITERACY PRACTICES BY YOUTH IN NEW IMMIGRANT COMMUNITIES. Language and Cultural Practices in Communities and Schools: Bridging Learning for Students from Non-Dominant Groups, 197.*

7. *Simpson, A., & Dervin, F. (2019). Global and intercultural competences for whom? By whom? For what purpose?: an example from the Asia Society and the OECD. Compare: A Journal of Comparative and International Education, 1-6.*

8. *Woodward, S. (2019). Intercultural Communication in International Student Advisor-Advisee Relationships. L.*

DESCRIPTION OF COURSE UNIT

1.

Code	Course unit title	Title of the degree programme
	Socio-Cultural Empowerment of Different Children and Youth Groups	*ESWOCHY, Full-time study*

2.

Name of lecturer(s)	Departament(s)
CU teacher	*Department of Social Work*

3.

Cycle of course unit	Level of course unit	Type of course unit
II cycle	*Not applicable*	*Compulsory*

4.

Mode of delivery	Year of study and semester when the course unit is delivered	Language of instruction
Face-to-face; distance studies	*2 year, 3 semester*	*English*

5.

Study requirements		
Prerequisites	**Co-requisites**	**Internship**
Not applicable	*Not applicable*	*Not applicable*

6.

Recommended optional programme components
Not applicable

7.

Number of ECTS credits allocated	Student's workload	Contact work hours and planned learning activities	Independent work hours
6	*162*	*50*	*112*

8.

	Purpose of the course unit: programme competences to be developed
	To develop students knowledge and abilities successfully analyse diversity, social inclusion issues and socio-cultural factors of youth discrimination and the cultural stigma; to research cases to enable and find out social support for young people with less opportunities and disabilities, subcultures or young people at risk groups; to know and create social-oriented recreational, educational or arts project.

Learning outcomes of the programme	Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Will be able to systematically and critically analyse the newest knowledge about diversity of needs and behaviours of children and youth in multicultural environment, when implementing innovative social services and influencing family and social policy for the welfare of children	*Students will know and will be able to find out the cultural needs, interests, attitudes of youth different groups, be able to plan socio-cultural activities for young people in social institutions or in the community.* *Will be able to explain diversity of different youth groups, analyse*	*Lecture, discussion, Questionaire of personal competences*	*Written paper (theoretical, methodical and practical part); Exam /Recreational programme*

and youth; manage information needed for effective work with children and youth; establish the policies, procedures, and guidelines necessary for effective social work practice	*social inclusion issues, facilities and youth empowerment strategies.*		
Will be able to systematically assess diverse needs of children and youth, and actively engage children and youths in addressing their needs; apply empowering social work intervention methods; advocate for resources and system reforms that will improve services for children and youths; incorporate and use new IC technology appropriately and effectively in multiple areas providing services to children and youth; educate children and youth risk management using ICT.	*Will be able to analyse and systematically assess fewer opportunities or disabled youth, social exclusion or socio-cultural factors of risk youth groups cultural stigma or discrimination. Will know programming specific for recreational, socio-educational, artistic and cultural services for different groups of youth; will be able to create recreational programme or socio-cultural project according to the needs of different youth groups.*	*Seminars, discussions, creative exercises, work on-line*	*Written paper (practical part)*
Will be able to be culturally responsive and approach clients who are from different racial, socio-economic, and ethnic communities with respect and openness; develop social and cultural communication competences of children and youth; promote interprofessional collaboration ensuring democratic manner of communication and decision making; endeavour that shared knowledge and skills of social services providers and consideration the service user in a holistic way will allow influence the ways service for children, youth and their families are provided.	*Will be able to initiate and investigate socio-cultural work specifics of intercultural youth empowerment, social and cultural characteristics, will be able to interpret and compare the socio-cultural differences in the context of the European countries. Will be able to research and evaluate cases of youth empowerment through solving intercultural engagement problems.*	*Problem-based teaching, case studies, discussions, reflections.*	*Field visit and reflections Case study presentation*
Will be able to develop personal competencies: citizenship and responsibility, critical and system thinking, social justice, respect to human rights and diversity; pursue the personal and professional growth continuously building competences highly relevant for social work in rapidly changing world; apply creativity and innovations to deal with situations in professional activities	*Will be able to collaborate and work socio-culturally in the youth groups, to intermediate between different youth institutions; organize themselves to participate in citizen youth interactive activities. Will develop their professional, social and intercultural competencies: citizenship and responsibility, positive thinking, social justice and a culture of*	*Seminar, discussion, creative methods, reflections, work on-line*	*Recreational programme*

employing an entrepreneurial mentality.	*tolerance for different youth groups.*		

9.

<table>
<tr><td colspan="11" align="center">Course contents</td></tr>
<tr><td rowspan="2" align="center">Topics</td><td colspan="9" align="center">Contact work hours and planned learning activities</td><td colspan="2" align="center">Independent work hours and tasks</td></tr>
<tr><td>Lectures</td><td>Consultations</td><td>Seminars</td><td>Training exercises</td><td>Laboratory work</td><td>Internship</td><td>Assessment</td><td>Remote contact work hours</td><td>All contact work hours</td><td>Work in the computer classroom</td><td>Independent work hours</td><td>Tasks</td></tr>
<tr><td>Introduction. Study objectives, content, organization of study process, student's evaluation criteria. Requirements for presentation, field visit (case study), creative tasks plan and working on-line delivery.</td><td>2</td><td></td><td>2</td><td></td><td></td><td></td><td></td><td></td><td>4</td><td></td><td>6</td><td>Self-assessment of personal cultural competencies</td></tr>
<tr><td>Characteristics of informal youth groups. Civil and active youth. Disadvantaged youth groups with fever opportunities. Youth subculture groups: prejudices and stereotypes. Socially excluded youth (disabled). Youth groups in risk.</td><td>4</td><td></td><td>4</td><td></td><td></td><td></td><td></td><td></td><td>8</td><td></td><td>16</td><td>Resources study</td></tr>
<tr><td>Social, economic and spiritual Children and Youth empowerment. Youth discrimination based on religion or belief, age, disability, sexual orientation, on the grounds of race or ethnic origin. Youth engagement: forms and methods.</td><td>4</td><td></td><td>4</td><td></td><td></td><td></td><td></td><td></td><td>8</td><td></td><td>12</td><td>Creative tasks</td></tr>
</table>

Topic												Assessment
Socio-cultural work with children and youth groups: ways and characteristics. History of socio-cultural work with youth in Europe. Peculiarities of recreational, socio-educational and artistic cultural practice. Creative thinking in Social work.	*2*		*2*						*4*		*24*	*Presentation of written paper (PP)*
Public active youth in Europe. Social changes: conception of active participation; training approach of interactive learning. Development of social competences of the youngsters. Citizenship and responsibility. Cultural tolerance, social justice, equal opportunities and anti-discrimination training.	*2*		*2*						*4*		*12*	*Field visit and reflections*
Youth with less opportunities and socio-cultural work. Empowerment of young people with psichological, bihevioral and psichiatric problems. Social autonomy: choice, competence and skills of disabled youth. Day care centres for persons with disabilities. Peripheral regions youth.	*2*		*2*						*4*		*14*	*Case study presentation*
Occupation importance working with risk youth groups. Youth employment and social problems. Prevention of violence and entertainment. Leisure and quality of life. Recreational features in youth care institutions.	*4*		*4*						*8*		*14*	*Socio-cultural project plan for special youth group*

Creative arts and cultural activities for children and youth groups. Social functions of art: social integration proceses and interaction with young people in artistic expression for change. The current concept of art therapy. Art therapy and socialization opportunities for people with disabilities.	4		4								8		14	*Social/art projects analysis*
Exam / Recreational program									2		2			*Recreational programme*
Overall	**24**		**24**						**2**		**50**		**112**	

10.

Assesment strategy	Weighting percentage	Period or date of assessment	Assessment criteria
Presentation	*20*	*During the seminar*	*Evaluation criteria:* ** Word format (5 /6 pages) + Power point (15-20 slides);* **Content and structure;* ** Aditional mark for creative approach (illustration, video material ...);* **Discussion and actual questions (after presentation).*
Case study	*15*	*During the course*	*Presentation of the Instutution:* *• Planing / objectives and key challenges;* *• Motivating / activities and forms;* *• Organization / content of the activities, specific measures;* *• Control / placement, resources, tools;* *• Evaluation and personal reflection.*
Test / didactic test / progress test	*15*	*Mediate course assessment*	*Test assessment:* *Test consists of 10 open questions (each has value in points).*
Tasks performance in seminars	*10*	*During the seminar*	*Evaluation Criteria:* **activity and work during the seminars, discussion and attendance;*

			creative approach to the activities;
Examination	*40*	*Exam session*	*Recreational programe-plan for socio-cultural changes of Youth: 6-7 meaningful activities (leisure, educational activities, play/games, sports, artistical activities, event so on); structure of the Program will be presented before exam.* *students can use all theoretical and methodical material, as well as internet.*

11.

Required reading
1. Bardauskienė, R.; Dromantienė, L.; Gudžinskienė, V.; Railienė, A.; Skučienė, D.; Šinkūnienė, J. R.; Žemaitaitytė, I. (2014). Social work with children and youth: intercultural and international aspect / Socio-cultural Empowerment of different Youth groups. Vilnius: Mykolas Romeris University, p. 244-292.
2. Dunne, A.; Ulicna, D. and oth. Working with Young People: the value of Youth work in the European Union (2014). Ed. by European commission, Brussels.
3. Hoggarth, L.; Merton, B.; Tyler, M. (2009). Managing Modern Youth Work: Empowering Youth and Community Work Practice. Great Britain: TJ International Ltd, Padstow, Cornwall.
4. Young, K. (2006). The Art of Youth Work. Russell House Publishing Ltd; 2nd edition.
5. Youth work practice (2010). Practical social work. Ed. by Tony Jeffs and Mark K. Smith. Basingstoke, New York (N.Y.): Palgrave Macmillan.
6. Rossman, J.R.; Schlatter, B.E. (2011). Recreation Programming: Designing and Staging Leisure Experiences. Sagamore Publishing LLC.
Recommended reading
7. Bennett, P. (2010). Communication and culture: the essential introduction. London; New York: Routledge: Taylor & Francis Group.
8. Companion All different – all equal (2007). A campaign guide about education and learning for change in Diversity, Human Rights and Participation. Ed. Ellic Keen. Council of Europe Publishing: Directorate of Youth and Sport [www.alldifferent-allequal.info]
9. Creative approaches to health and social care education: knowing me, understanding you? (2010); ed. Coppock, Vicki and Bob Dunn. New York (N.Y.): Palgrave Macmillan.
10. Parrish, M. (2010). Social work perspectives on human behaviour / Margarete Parrish. Maidenhead: McGraw-Hill : Open University Press.
11. Scannell, M; Edward, E. Scannell (2010). The big book of team motivating games: spirit-building, problem-solving, and communication games for every group. New York (N.Y.): McGraw-Hill.