

## CURRICULUM

### SOCIAL SERVICES

Social pedagogy and creative methods have special emphases in the Degree Programme in Social Welfare Work. You have a possibility to obtain the qualifications of a kindergarten teacher as part of your studies. You will take the degree of Bachelor of Social Services in multi-professional learning environments that are close to work and enhance your key and specialised competences. Multimodal study methods will be utilised in the studies, and you will have an opportunity to participate in North Karelia's social and health care service restructuring (Siun sote), a national pilot beginning in 2017. The teaching and project work of the education also works to serve the challenges posed by expertise in ageing in a restructuring of welfare services.

### Degree

Degree Title Bachelor of Social Services  
Extent 210 cr / 3.5 years

### Typical Tasks for Graduates

Those who have graduated with a Bachelor of Social Services degree can find work in the public, private or the third sector. The degree gives you skills to work in the fields of, for example, child welfare and family work, mental health and intoxicant abuse, elderly care, rehabilitative work, working with the disabled, or multicultural work. The outlook for Bachelors of Social Services finding employment is good. After graduation you can work for example as a social adviser, a supervisor or leading supervisor in child welfare institutions, in social work among adults, in day-time activities for the mentally disabled, or in housing services. About one-third of Bachelors of Social Services get employment as kindergarten teachers. The degree gives students skills to work as immediate superiors and in development duties.

### Implementation of Studies

Bachelor of Social Services studies are offered every year as two versions: contact teaching and multi-form learning. The studies have a strong connection to work. Each academic year, both the theoretical studies and the practical training will give you experience in how to act in various environments in the social field. Connections to work are based on long-term cooperation with working communities and networks of the area and on the key partnership agreements concluded. Research and development activity with working life is connected especially to the theme of the third academic year: Research-minded Development in the Social Field. During the studies, you will practise multi-professional cooperation with students of nursing, public health nursing and physiotherapy in the learning and service environment Voimala. The goal is that all students in social services and health care complete at least one practical training period in the Voimala environment. The studies are implemented in a variety of ways, for example in virtual and simulated learning environments. Part of your studies will consist of research and development projects that are implemented together with different organizations and companies. You have excellent possibilities in international activities through English language courses, projects, student exchange and practical training.

## Structure and Content of Studies

The degree programme contains common core and complementary studies enhancing your key and specialised competences. The extent of basic studies is 180 cr and that of complementary studies 30 cr. The basic studies contain practical (47 cr) training and a thesis (15 cr). The thesis process is divided into three 5-credit courses. Each course can be completed at different stages of studies provided that the thesis plan has been accepted before the implementation phase.

Your degree gives you the qualifications to work as a kindergarten teacher if you take the required 60 credits of early childhood education and social pedagogy studies (Act on Qualification Requirements for Social Welfare Professionals L272/2005 and the Decree 608/2005 that complements it).

The Bachelor of Social Services studies are based on behavioural sciences and sociology and they are observed from a socio-pedagogical knowledge base as well as from practical activities. Socio-pedagogical activity means, for example, supporting and educating the client, giving motivation and promoting social changes. You work with individuals, groups and communities. The pedagogic starting point of your studies is a socio-constructive conception of learning that is based on communal learning and communal formation of knowledge. The starting point of the planning and implementation of the learning process are the methods of experiential and cooperative learning. The curriculum is penetrated by four central learning processes:

1. Professional growth: you learn to see, reflect on and evaluate your professional development and professional identity.
2. A reflective and developing approach: you learn to observe and inspect your future work, involve clients and develop services in the social field.
3. Creative process: you get experiential knowledge from the use of creative methods as a tool for self-expression and self-knowledge and learn to use creative and art-based methods in client work with individuals, groups and communities.
4. Client work process: you learn to support the clients' resources and to apply the methods of client work.

The core competence of your studies is built little by little. During the first year, you learn to understand societal connections and the multidisciplinary basis of social welfare work and also the place of a Bachelor of Social Services in the service system of social welfare and health care. During the second year of studies you will learn to understand the process of the socio-pedagogical client work and learn to plan, implement and evaluate target-oriented socio-pedagogical client work in practice. During the third year you will learn to structure how organisations work and how to develop them, and you also get skills to apply the methods of research and development to central societal questions. In the last phase of the studies you show what you have learned and analyse your own professional growth in the form of reflection, a thesis and different seminars.

The complementary studies mostly contain modules of 15 credits. The following modules suit especially well those who study in the Degree Programme in Social Welfare Work. If you want to receive the qualifications to work as a kindergarten teacher, you will need to take the Early Childhood Education Module.

- Child Welfare
- Early Childhood Education
- Developing Competence in Ageing
- e-services in Social Welfare and Healthcare
- Multi-professional Rehabilitation
- Special Know-how in Mental Health and Addiction Care
- Productisation and Innovation
- International Studies 1
- International Studies 2
- Expertise Pertaining to Russia
- Optional language studies (Spanish, Chinese, French, German, Russian)
- Refresher courses in languages (3-6 cr)
- Training programme of Joensuu Sports Academy (3-15 cr)
- Participation in peer tutoring and student union activities (3-15 cr)

If you already work as an entrepreneur or are planning to establish your own business, this can be part of your core and complementary studies, exchange abroad, work practice and thesis in cases which would develop your own business or business idea. You have the chance to get guidance and support in combining your studies with your entrepreneurship or you as an entrepreneur.

The complementary studies are scheduled to take place in the fifth and sixth semesters. Additionally, some complementary studies can be taken during summer months. Participation in Sports Academy training, peer tutoring or student union activities and optional language studies can be spread over several semesters. If the studies mentioned above do not match your professional objectives, you can discuss other alternatives with your teacher tutor or counsellor.

Ethical Competence | Client Work Competence | Competence in Social Service Systems | Critical and Inclusive Societal Competence | Competence in Research-based Development | Internationalisation Competence | Learning Skills | Innovation Competence | Working Community Competence

## 4<sup>th</sup> year

### PROFESSIONAL ACTIVITY IN THE SOCIAL FIELD

Thesis	15 cr
Art in the Community	3 cr
Sociocultural Inspiration	2 cr
Professional Development 3	1 cr
Advanced Studies in the Social Field	6 cr
How to Write a Thesis Report	1 cr
The Methods of Thesis Writing	2 cr

## 3<sup>rd</sup> year

### RESEARCH-MINDED DEVELOPMENT IN THE SOCIAL FIELD

English for Social Services 2	2 cr	Advanced Practice	15 cr
Civil Society and Participation	2 cr	Complementary Studies	15 cr
Leadership and Development in Social Services and Health Care	5 cr		
Group Counselling Practice	6 cr		
Complementary studies	15 cr		

## 2<sup>nd</sup> year

### SOCIO-PEDAGOGICAL CLIENT WORK

Resource-based Client Work	7 cr	Research-based Thesis Methods	2 cr
Swedish for Social Services 2	2 op	Practice-based Thesis Methods	2 cr
Creative Methods in Socio-pedagogical Client Work 1	2 cr	Application of Research and Development Methods	3 cr
Supporting Communication and Rehabilitation	5 cr	Client Work Practice	11 cr
Basics of Medication	2 cr	Group Guidance	2 cr
First Aid	1 cr	Childhood Education	2 cr
Client Work Process	5 cr	Creative Methods in Socio-pedagogical Client Work 2	2 cr
Individual Client Practice	4 cr	Professional Development 2	2 cr
Finnish Language: Oral Communication and Literature	2 cr		

## 1<sup>st</sup> year

### SOCIAL WELFARE WORK IN THE SOCIETY

Service System Practice	7 cr	Basics of Client Work	5 cr
Basics of Sociology	3 cr	Basics of Socio-pedagogical Work	3 cr
The Service Systems of Social Services and Health Care	5 cr	Introduction to Early Childhood Education	3 cr
Electronic Services in Social- and Health Care	1 cr	Social Politics	3 cr
Introduction to Creative Methods Information and Communication Technology	3 cr	Social Legislation	4 cr
Reporting and Written Communication	2 cr	Creative Methods in the Social Field	3 cr
English for Social Services 1	3 cr	Swedish for Social Services 1	3 cr
Professional Development 1	2 cr	The Developing and Learning Human	5 cr
		Social Philosophy and Professional Ethics	3 cr

## Competence Requirements

Area of Competence	Description of Competence Bachelor of Social Services
Ethical Competence in the Social Field	<ul style="list-style-type: none"> <li>- is able to work according to the principles of basic and human rights according to social values and the principles of the profession</li> <li>- understands the significance of the human concept and values in case work</li> <li>- is able to act ethically in situations where values conflict</li> <li>- is able to promote equality and equitability</li> <li>- is able to stand up for the rights of vulnerable individuals and groups in society</li> </ul>
Client Work Competence	<ul style="list-style-type: none"> <li>- is able to foster professional interaction and cooperative relationships as well as evaluate the needs of clients</li> <li>- is able to support the growth and development of individuals and familial relationships and everyday life</li> <li>- is able to participate in planning, implementing, and evaluating the service process of clients</li> <li>- identifies the risk factors of well-being and knows how to apply preventative work and early intervention</li> <li>- can knowingly target and resourcefully become involved with subsidies to guide clients, client groups, and communities</li> <li>- is able to apply and evaluate the theoretical work orientations and methods of client work</li> <li>- is able to act in a sensitive manner in regards to culture and diversity and promotes intercultural dialogue</li> <li>- is able to provide guidance in different electronic environments and guide customers using electronic services</li> <li>- is able to evaluate client work and can document it in a customer oriented manner</li> </ul>
Competence in Service Systems of the Social Field	<ul style="list-style-type: none"> <li>- is able to analyse the local and global challenges of well-being and sustainable development and their impact of social and health care</li> <li>- knows the legal basis of the social field and is able to apply the central legislation</li> <li>- manages the ways of organizing and producing social and health care, education and training services, and can guide and supervise them</li> <li>- knows the social security and welfare systems in the public, private, and third sectors and can manage social security</li> <li>- can be an active social expert and justify a client's interest in multi-professional and multi-sectoral cooperation</li> </ul>

<p>Critical and Inclusive Societal Competence</p>	<ul style="list-style-type: none"> <li>- is capable of professional, critical reflection</li> <li>- is able to analyse inequalities and disadvantages and furthermore well-being structures and processes that prevent exclusion</li> <li>- is able to defend the interests of the vulnerable and voiceless and to inform political decision makers and other responsible actors of prohibitive situations in life</li> <li>- knows the public administration decision-making system and knows how to act according to its principles</li> <li>- is able to promote citizens' participation and the opportunities to participate and engage in advocacy with different actors</li> </ul>
<p>Competence in Research-based Development and Innovation</p>	<ul style="list-style-type: none"> <li>- is capable of innovative problem solving and networking in the development of the social sector</li> <li>- is able to develop partner based approaches to client work methods, work practices and service processes</li> <li>- knows how to plan, implement, evaluate, and manage social welfare development projects</li> <li>- is able to apply research and development methods and develop operational practices</li> <li>- can produce and evaluate information in order to promote well-being</li> <li>- is able to act in accordance with the ethical principles of research and development</li> </ul>
<p>Learning Skills</p>	<ul style="list-style-type: none"> <li>- is able to assess and develop one's competences and learning methods</li> <li>- is able to search for, process and analyse information critically</li> <li>- can assume responsibility for team learning and knowledge sharing</li> </ul>
<p>Work Community, Leadership and Entrepreneurship Competences</p>	<ul style="list-style-type: none"> <li>- is able to work cooperatively in a multidisciplinary team and work community and in international environments</li> <li>- is able to act as a leader in a work community</li> <li>- knows the core labour laws and promotes occupational safety</li> <li>- is able to direct oneself and is able to promote the well-being of self and others at work</li> <li>- is able to evaluate the quality, results, and impacts of work</li> </ul>