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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Social work** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Social work in school | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | 1st | | |
| Number of ECTS allocated | | | | 6 | | |
| Name of lecturer/lecturers | | | | Natalija Jovanović | | |
| Teaching mode | | | | Lectures Group tutorials  Individual tutorials  Laboratory work  Project work  Seminar  Distance learning  Blended learning  Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| Objectives  This subject includes knowledge and skills for doing social work job in school: in connecting preschool and school with family and local municipality in order to achieve best children and yang people interests. Information about socialization problems, cooperation models parent/school, team work with teachers, parents and students. Informing students about prevention, monitoring, and making students understand and solve social problems, including students in school environment and getting over crises situation. Informing students about specific risky social behavior in school: social exclusion, school violence, bulling, mobbing, and participation of school and family factors as well as social institutions in solving individual and group problems of both students and teachers.  Results  Typically, a student should  1. Recognize social problems in school and record students’ social status in cooperation school/family  2. Name the kinds, levels and types social problems in school  3. Classify the types of social causes and consequences of dysfunctional phenomenon in school and measures for overcoming violence, mobbing and bullying.  4. Explain the types of social inequalities, social exclusion in education, inclusion.  5. Create prevention programs for promoting healthy behavior and relationships, as well as educating students to help and self help in crises situations. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Theory  1. Introduction: term definition (social work in education/school  2. School in social changes (education and social function, new challenges and risks, new values)  3. Socialization, manipulation, integration and social inclusion,  4. Education and social inequality. Mechanisms of social selection in education, inclusion.  5. Deviant behavior patterns; social factors of deviant behavior; social risky behavior and school (smoking, alcohol and drug abuse);  6. Violence in school; measures for preventing school violence; Peer mediation  7. Non-social behavior; social exclusion; mobbing in school,  8. School social work in specialized schools - towards inclusion education  9. Methods of school social work: advisory and help to individuals; intervention in crises situation; mediation  10. Methods of school social work: group work, work in community, case studies/examples of good practice  11. New approaches and technics: workshops (topics interesting for students, classes, teachers, parents, local community); public work; documentation and information; evaluation and research, monitoring/case studies,  12. Advisory work in schools with teachers, parents, students, institutions for social and health protection,  13. Media, violence and education,  14. Education and tolerance.  Practice: exercise, independent students work: debate preparing, term papers, individual and group presentations, bibliography, visit to school and taking part in the work of social workers: designing of personal students file, students family anamnesis, advisory work. Participation in solving students' social problems, information about prevention and intervention in cases of school violence. Students learn about social problems by debates and seminars. Students observe social problems in the context of social environment, they detect different forms of social/pathological behavior in education, their causes and suggest ways of prevention. | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| Serbian (complete course)  English (complete course)  Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  Serbian with English mentoring Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** |  | | **Written examination** | | | **40** |
| **Tests** | **30** | | **Oral examination** | | |  |
| **Seminars** | **30** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |