SCHOOL	School of Health Sciences
DEPARTMENT	Social Work
LEVEL OF STUDIES	Undergraduate
COURSE CODE	0804.5.017.0

COURSE CODE	0804.5.017.0	**SEMESTER**	7th
COURSE TITLE		**Conflict Resilence and Piece**	

TEACHING ACTIVITIES	**HOURS PER WEEK**	**CREDITS**
Lectures	3	3
Total		**3**

TYPE OF COURSE	Optional/ Social Work
PREREQUISITE COURSE	No
TEACHING LANGUAGE	English, B1
OFFERED TO ERASMUS STUDENTS	Yes
ONLINE COURSE PAGE (URL)	https://toledo.kuleuven.be/portal/#/home (Vives University) https://eclass.hmu.gr/courses/SW273/

LEARNING OUTCOMES

The main goal of this online exchange course is that students in the first phase become familiar with the concept of resilience and explore in the second phase what the contribution of a social worker can be in building resilience as a catalysator of transformation (related to different topics). The Resilience theory is interested in understanding and enhancing the ways people and systems respond to, recover from, overcome, and often thrive in the wake of adversity. Resilience focuses on the surprisingly common ways people bounce back from adversity. Resilience thinking provides a new approach for building understanding and taking action in a complex world that is deeply interconnected and dynamic. The strengths perspective in social work (Saleebey, 2008) is central here, with its rejection of a focus on people's problems and deficits and investment in and championing of the capabilities, talents, and natural resources of individuals, families, and communities (Breda,2018).

Knowledge

- Acknowledge the importance of resilience theory.

- Understanding and enhancing the ways people and systems respond to, recover from, overcome, and often thrive in the wake of adversity.

- Connecting resilience and social work practice.

- Deal with the current issues that globalization pose.

- Increase awareness of the diversity within their own society and consider the perspective from others they encounter.

Skills

- Language skills.

- Intercultural Competence skills.

- Global Engagement.

- Personal Growth.

- International disciplinary learning.

- Respect for diversity and multicultural environments.

- Display of social, professional, and ethical accountability.

Competences

- Cooperate respectfully with fellow international students

- Consider the intercultural differences that may influence the group processes during the course

- Relate his/her reflection on learning to his/her professional development

- Think about innovation and the capacity for transformation, necessary to thrive in contexts of uncertainty and change

General abilities

- Interdisciplinary work

- Advancement of free, creative, and inductive thinking

- Respect for diversity and multicultural environments

- Display of social, professional, and ethical accountability

- Decision-making

- Autonomous work

- Team-work

- Critical thinking and self-criticism

- Promotion of free, creative thinking

- Social, professional, and moral sensitivity and responsibility regarding gender issues

- Search for, analysis and synthesis of data and information, with the use of the necessary technology

CONTENT OF THE COURSE

1. Online lectures by international specialists on the topics of Resilience, Global Transformation, and Degrowth.
2. Analyze the extent to which concepts of resilience can and should shape international social work practice in the 21st century
3. Reflect personal biographical components of resilience.
4. Biographical Research.
5. National and International groupwork.
6. Social Work in the Different Countries: a comparison.
7. Exchange of Good Social Work Practices.
8. Film festival.

TEACHING and LEARNING METHODS – EVALUATION	
DELIVERY METHODS	This course is designed according to the principles of e-learning. Throughout the course, students work online on the TOLEDO platform. In Toledo, all information for this course is brought together. In addition, you can follow online lectures by Blackboard Collaborator and then watch the recordings of those lectures. By means of video lectures (both recordings and scripts), by means of a literature list and web links to relevant websites, by means of an individual, written assignment, and by means of group work (video calls, written discussions)
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	- TOLEDO platform. On Toledo, all the information for this course is bundled, lectures can be followed (Blackboard Collaborate), tasks have to be submitted (assignments). - Every international group has a group page on toledo. On this group page documents can be exchanged, meetings with the group can take place (blackboard collaborate) - Video lectures. - Literature list and web links to relevant websites - Group work (video calls, written discussion)

WAYS OF TEACHING		

Activities	Workload of semester
Assignments (3X11)	33
Experiential activities	13
Homeworks	20
Reading	54
Overall	*120*

STUDENTS' EVALUATION	

In Toledo, the scores for the various components within the course can be entered (Toledo - full grade center). The system automatically calculates the total score for each student. So, in Toledo, every teacher can consult the score of the students of their own educational institute. Students who pass the course receive a certificate of participation from Vives.

Indivdual scores:

- Score given by the international coach, using input from the group members.

- Score given by the national coach.

Group score:

- Score given by the international coach

- Each international coach gives a score out of 15 for the final product of their own international groups. In the document on toledo for the film festival, each international coach can see to which additional group he/she should assign a score as well.

RECOMMENDED LITERATURE

Suggested bibliography

Adams, R., Dominelli, L., and Payne, M. (2009) Practising Social Work in a Complex World, London, Palgrave Macmillan.

Beddoe, L., Davys, A. and Adamson, C. (2013) 'Educating resilient practitioners', Social Work Education, 32(1), pp. 100–117.

Collins, S. (2007) 'Social workers, resilience, positive emotions and optimism', Practice, 19(4), pp. 255–69.

Collins, S. (2008) 'Statutory social workers: stress, job satisfaction, coping, social support and individual differences', British Journal of Social Work, 38(6), pp. 1173–1193.

Collins, S., Coffey, M. and Morris, L. (2010) 'Social work students: Stress, support and well-being', British Journal of Social Work, 40(3), pp. 963–82.

Fairtlough, A., Bernard, C., Fletcher, J. and Ahmet, A. (2014) 'Black social work students' experiences of practice learning: understanding differential progression rates', Journal of Social Work, vol. 14, no. 6, pp. 605–624.

Garrett, P. M. (2015) 'Questioning Tales of 'Ordinary Magic': 'Resilience' and Neo-Liberal Reasoning' British Journal of Social Work,46(7), pp. 1909–1925.

Gilligan, R. (2009) 'Promoting positive outcomes for children in need: the assessment of positive factors', in Horwath, J. (ed) The Child's World: The Comprehensive Guide to Assessing Children in Need, Second Edition, London, Jessica Kingsley.

Grant, L. and Brewer, B. (2014) 'Critical reflection and reflective supervision' in L. Grant, and G. Kinman (eds) Developing Resilience for Social Work Practice, London, Palgrave Macmillan.

Grant, L. and Kinman, G. (2012) 'Enhancing wellbeing in social work students: building resilience in the next generation', Social Work Education, 31(5), pp. 605–621.

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Grant, L. and Kinman, G. (2015) 'Guide to developing emotional resilience', Community Care Inform [online]. Available at https://www.iasw.ie/attachments/Guide-to-emotional-resilience-download.pdf (Accessed 15 April 2017).