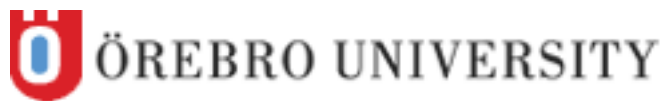

This course syllabus is discontinued or replaced by a new course syllabus.



Course Syllabus

School of Behavioural, Social and Legal Sciences

Social Work, Child-Parent Relationships in Societies and Families, 7.5 Credits

Course Code:	SA703G	Subject Area:	Field of Social Science
Main Field of Study:	Social Work	Credits:	7.5
		Subject Group (SCB):	Social Work and Social Welfare
Education Cycle:	First Cycle	Progression:	G1F
Established:	2014-12-18	Last Approved:	2016-10-03
Valid from:	Spring semester 2017	Approved by:	Head of School

Aims and Objectives

General aims for first cycle education

First-cycle courses and study programmes shall develop:

- the ability of students to make independent and critical assessments
- the ability of students to identify, formulate and solve problems autonomously, and
- the preparedness of students to deal with changes in working life.

In addition to knowledge and skills in their field of study, students shall develop the ability to:

- gather and interpret information at a scholarly level
- stay abreast of the development of knowledge, and
- communicate their knowledge to others, including those who lack specialist knowledge in the field.

(Higher Education Act, Chapter 1, Section 8)

Course Objectives

Course Objectives

Knowledge and Understanding

After completed studies, the student shall show

- knowledge about different theories about parent-child relationships and parenting
- knowledge concerning different societies' views on children and children's rights and welfare
- knowledge concerning societal norms about families, parenting and gender approaches towards children and how the care for children are organized in relation to current legislation
- understanding of how children are affected by potentially damaging events and troublesome circumstances in the family, the close environment or the society

Competence and Skills

After completed studies, the student shall be able to

- reason about parent-child relationships and parenting from different theoretical stances and explain how theories about parent-child relationships and parenting have changed over time
- give examples on how societies protection of and support to children is organized in different countries
- reflect upon how similarities and differences between the laws, norms and the application of such in Sweden and another country affect preconditions for child-parent relationships.

Main Content of the Course

Main Content of the Course

The course introduces theories and recent research concerning child-parent relationships under different preconditions in society and families. The course should offer an understanding of how laws and norms in society and the constitution of and actions within the family form preconditions for child-parent relationships. The emphasis is on the child's perspective. The course uses examples from Scandinavian research to explore child-parent relationships across nations.

Teaching Methods

Lectures and compulsory seminars.

This course is held in English.

Students who have been admitted to and registered on a course have the right to receive tuition and/or supervision for the duration of the time period specified for the particular course to which they were accepted (see, the university's admission regulations (in Swedish)). After that, the right to receive tuition and/or supervision expires.

Examination Methods

Child Welfare/ Family Norms in Different Societal Contexts, 3 Credits. (Code: 0100)

Seminars with oral presentations, written assignments and discussions in group.

If the examiner so decides the student can be offered a supplement examination from fail (U) to pass (G) in the examining assignments above.

Protecting Children in Different Societal Contexts, 4.5 Credits. (Code: 0101)

Individual written-home based exam.

For further information, see the university's local examination regulations (in Swedish).

Grades

According to the Higher Education Ordinance, Chapter 6, Section 18, a grade is to be awarded on the completion of a course, unless otherwise prescribed by the university. The university may prescribe which grading system shall apply. The grade is to be determined by a teacher specifically appointed by the university (an examiner).

According to regulations on grading systems for first- and second-cycle education (vice-chancellor's decision 2010-10-19, reg. no. CF 12-540/2010), one of the following grades is to be used: fail, pass, or pass with distinction. The vice-chancellor or a person appointed by the vice-chancellor may decide on exceptions from this provision for a specific course, if there are special reasons.

Grades used on course are Fail (U), Pass (G) or Pass with Distinction (VG).

Child Welfare/ Family Norms in Different Societal Contexts

Grades used are Fail (U) or Pass (G).

Protecting Children in Different Societal Contexts

Grades used are Fail (U), Pass (G) or Pass with Distinction (VG).

For further information, see the university's local examination regulations (in Swedish).

Specific entry requirements

30 ECTS credits and English B or equivalent.

For further information, see the university's admission regulations (in Swedish).

Transfer of Credits for Previous Studies

Students who have previously completed higher education or other activities are, in accordance with the Higher Education Ordinance, entitled to have these credited towards the current programme, providing that the previous studies or activities meet certain criteria.

For further information, see the university's local credit transfer regulations (in Swedish).

Other Provisions

The final grade is an accumulation of all grades given in the course.

Reading List and Other Teaching Materials

Required Reading

Annerbäck, E.-M. Sahlqvist, L. Svedin, C.G., Wingren, G., & Gustafsson, P.A. (2012) Child physical abuse and concurrence of other types of child abuse in Sweden
Child abuse & Neglect, 36,
585-595.

Björklund, Anders, Ginther, Donna K., & Sundström, Marianne (2007) Family structure and child outcomes in the USA and Sweden
Journal of Population Economics, 20,
183-201.

Cater, Åsa, K. & Forssell, Anna, M. (2014) Descriptions of fathers' care by children exposed to intimate partner violence (IPV) - relative neglect and children's needs (2014)
Child & Family Social Work, 19
<http://dx.doi.org/10.1111/j.1365-2206.2012.00892.x>, sid. 185-193

Eriksson, Maria (2010) Children Who "Witness" Violence as Crime Victims and Changing Family Law in Sweden
Journal of Child Custody, 7(2),
93-116.

More Required Reading under the headline:
Additions and Comments on the Reading List

Övrig obligatorisk litteratur tillkommer under rubriken:
Tillägg och kommentarer till litteraturlistan

Part 1: Required Reading

Maccoby, E. Eleonor (1992)
The role of parents in the socialization of children: An historical overview.
Developmental Psychology, 28, 1006-1017, 12 pages [Article in periodical]

Additions and Comments on the Reading List

Obligatorisk litteratur/Required Reading:

Biblarsz, Timothy, J. & Stacey, Judith (2010) How does the Gender of Parents Matter? Journal of Marriage and Family, 72, 3-22 DOI: 10.1111/j.1741-3737.2009.00678x

Evertsson, Marie (2006)
The reproduction of gender: housework and attitudes towards gender equality in the home among Swedish boys and girls.
The British Journal of Sociology, 57(3), 415-436

Forsberg, Lucas (2009)
Managing Time and Childcare in Dual-Earner Families. Unforeseen Consequences of Household Strategies.
Acta Sociologica, 52,
162-175

Healy, Karen, Lundström, Tommy, & Sallnäs, Marie (2011) A Comparison of Out-of-home Care for Children and Young People in Australia and Sweden: Worlds Apart?
Australian Social Work, 64(4),
416-431

Hedin, Lena, Höjer, Ingrid, & Brunnberg, Elinor (2012) Jokes and routines make everyday life a good life-on 'doing family' for young people in foster care in Sweden,
European Journal of Social Work, 15(5),
613-628

Hessle, Sven, & Vinnerljung, Bo (1999) Child welfare in Sweden - an overview.
Stockholm: Stockholm university,
Department of Social Work. 62 pages, Retrieved 2013-09-02 from
www.sws.soton.ac.uk/cwab/Guide/KRsweden.rtf

Leviner, Pernilla (2014) Child Protection under Swedish Law: Legal Duality and Uncertainty
European Journal of Social Work. 17, 206-220, DOI: 10.1080/13691457.2013.791249

Malmquist, Anna, Möllerstrand, Anna, Wikström, Maria, & Zetterqvist Nelson, Karin (2014) A daddy is the same as a mummy': Swedish children in lesbian households talk about fathers and donors
Published online.
Childhood. 21, 119-133 DOI: 10.1177/0907568213484342

Quennerstedt, Ann (2009) Balancing the Rights of the Child and the Rights of Parents in the convention on the rights of the child,
Journal of Human Rights, 8(2),
162-176

Rasmusson, Bodil, Hyvönen, Ulf, Nygren, Lennart, & Khoo, Evelyn (2010) Child-centered social work practice - three unique meanings in the context of looking after children and the assessment framework in Australia, Canada and Sweden,
Children and Youth Services Review, 32,
452-459

Regeringskansliet (undated) Equal power to shape society and one's own life - the Swedish Government's gender equality policy 2010-2014. Stockholm: Regeringskansliet,
15 pages. Retrieved from <http://www.government.se/sb/d/574/a/197318>

Regeringskansliet (2010) Parents and children - brief information about current legislation.
Stockholm: Regeringskansliet,
11 pages. Retrieved from <http://www.regeringen.se/sb/d/12659/a/155254>

Schick, Matthis, Morina, Naser, Klaghofer, Richard, Schnyder, Ulrich, & Müller, Julia (2013) Trauma, mental health, and intergenerational associations in Kosovar Families 11 years after the war, Published online.
European Journal of Psychotraumatology.
10 pages. <http://dx.doi.org/10.3402/ejpt.v4i0.21060>

UNCRC (1989). The United Nations Convention on the Rights of the Child. Retrieved from:
http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_PRESS200910web.pdf

Östberg, Viveca (2000) Children's living conditions in Sweden. Social patterns and trends in parental accessibility, child care and economic resources,
International Journal of Social Welfare, 9,
64-75

Artiklar tillkommer, ca 500 sidor.
Articles and texts of maximum 500 pages will be added for the seminars and the individual examination.