

Postgraduate Certificate Program
Specialization in Complex Social Services

Curriculum

Course	Theo- ry/ prac- tice	1. Sem- ester	2. Se- mes- ter	Cre- dits		Responsible instructor
Introductory courses:12						
- Social issues and social services	T	10		3	E	Gábor Szöllősi, Ph.D
- Structure and functions of social and complex services	T	10		3	E	Margit Molnár, CSc József Csürke, Ph.D.
- Reflective thinking and practice	P	10	10	6	TM	
Advanced courses:38						
- Public policy issues of social and connected services	T	10		3	E	Gábor Szöllősi,Ph.D.
- Structure and analysis of social and complex services	T		10	3	E	Margit Molnár, Ph.D.
- Developmental programs	T	10	10	6	E	Viktor Varjú Ph. D.
- Organizing and running social and complex services			10	3		Gábor Szöllősi, Ph.D
- Workshop	P	10	10	6	TM	Julianna Boros
- Research and project work	P	10	10	7	TM	Julianna Boros
- Reflective field practice	T		50	10	TM	Zsuzsanna Brettner
Thesis:10						
Reflective portfolio and thesis		5	5	10		
Total:	-	75	115	60		

Course descriptions

Social issues of services	Credits: 3	Lecture
Number of semesters: 1	Classroom hours: 10	Requirements: Exam
<p>Course description:</p> <p>The course is designed to introduce students into the empiric problems concerning the needs for social services and for other relevant human services. Perspectives of sociology, public policy and social policy are integrated, together with aspects of other related areas, into a comprehensive framework for study purposes.</p> <p>Key themes:</p> <ul style="list-style-type: none"> - The history of social, health, education and other services - Sociological problems of social needs and needs satisfaction - Self-supply, family support and exchange of services among the households - Formal and operational characteristics of institutionalized service sectors - Needs theories and mechanisms of the social recognition of needs - Models of service needs assessment <p>Competencies:</p> <p>Students are enabled to interpret service needs and select the adequate social political models to identify these needs.</p>		
<p>Required readings:</p> <ul style="list-style-type: none"> - Albertini, M.; Radl, J.: Intergenerational transfers and social class: Inter-vivos transfers as means of status reproduction? <i>Acta Sociologica</i>, June 2012 vol. 55 no. 2 107-123. - Brandt, M.; Haberkern, K.: Intergenerational Help and Care in Europe. <i>European Sociological Review</i> October 1, 2009 25: 585-601 - Doyal, Len, and Ian Gough. 1991. <i>A Theory of Human Need</i>. New York: Guilford Press. - Finch, J.: <i>Family Obligations and Social Change</i>, Polity, Oxford, 1989. - Kröger T. (ed.): <i>New kinds of families, new kinds of social care. SOCCARE Project, Families, Work and Social Care in Europe, A qualitative study of care arrangements in Finland, France, Italy, Portugal and the UK. EU Research on Social Sciences And Humanities. Final report. European Communities, 2004, Luxembourg.</i> <p>Recommended readings:</p> <ul style="list-style-type: none"> - Hammer, E.; Österle, A.: 2003. "Welfare State Policy and Informal Long-Term Care Giving in Austria: Old Gender Divisions and New Stratification Processes Among Women", forthcoming in: <i>Journal of Social Policy</i>, Vol. 32, No. 1, 1-17 		
<p>Lecturer responsible for the course unit: dr. Gábor Szöllősi, Ph. D. Instructor: dr. Gábor Szöllősi, Ph. D.</p>		

Structure and functions of social and complex services	Credits: 3	Lecture
Number of semesters: 1	Classroom hours: 10	Requirements: Exam
Course description:		
<p>The objective of the course unit is to</p> <ul style="list-style-type: none"> • Define basic concepts, as services of general interest, social services of general interest, social vs. human services etc. • Present the cornerstones and constituents of the Hungarian system of social & human services, • Review basic services, specialized services and services introduced to meet special needs provided by the state, civil and church organizations. • Identify best practice models through comparative analyses, ensuring reflectivity in learning • Supporting workers mobility by informing students about the social and the related human service systems in the different member states of the European Union in order to reach a comprehensive overview. 		
Required readings:		
<ul style="list-style-type: none"> - Anheier, H.K.; Kumar S.: Social Services in Europe. An Annotated Bibliography. Updated and Extended Edition. Frankfurt a.M., Observatory for the Development of Social Services in Europe. 2003. - Koldinská, K.; Tomeš, I. : Social Services in Accession Countries. Social Work and Society International Online Journal, 2004 Vol 2. No1. - Lethbridge, J.: Care Services for Older People in Europe - Challenges for Labour. London, 2011, Public Services International Research Unit (PSIRU). - Barbier, J. C. (2012): Introduction: EU Law, Governance and Social Policy, in: Barbier, Jean-Claude (ed.) EU Law, Governance and Social Policy, <i>European Integration online Papers (EIoP)</i>, Special Mini-Issue 1, Vol. 16, http://eiop.or.at/eiop/pdf/2012-SpecIssue-1_Introduction.pdf. - European Commission DG for Employment, Social Affairs and Inclusion: Study On Social Services Of General Interest. Final Report. October, 2011. http://ec.europa.eu/social/BlobServlet?docId=7688&langId=en 		
Lecturer responsible for the course unit: Dr. habil. Margit Molnár C.Sc. , Associate Professor		
Instructor: Dr. habil. Margit Molnár C.Sc. , Associate Professor		

Reflective thinking and practice	Credit: 3	<u>Lecture</u>
<u>Number of semesters: 1/1</u>	Classroom hours: 10	Requirements: Exam

Course description:

The core theme of the course is the connection between reflective thinking and democratic social practice in the society, with special regard to helping professions. Reflective thinking involves a meta-step: reflection on reflection. Democracy is inseparable from reflection. Democratic systems consciously question their own institutions and refuse the concept of monolithic truth. Democracy is based on collective action and involves the liberation of collective passion.

Students acquire models of reflective thinking and develop their own reflective capacity in a facilitative study environment. Reflection is interpreted as the analysis of own experiences.

Key themes:

- Introduction to reflective thinking.
- Reflectivity as a collective, scientific, intellectual practice
- Methodological reflectivity
- Interpretative reflectivity
- Meta-theoretical reflectivity
- Ethnomethodological reflectivity
- Epistemological reflectivity

Competencies:

- arguing for professional reflectivity
- identifying different forms of reflectivity and their role in a democratic society, with special regard to their function in the helping professions
- applying methods of reflective praxis

Required readings:

- Schön, D.A. (1983). *The reflective practitioner. How Professionals think in action*. New York: Basic Books.
- Erdos, M., Kelemen, G., Csurke, J., Borst, J. (eds.) (2011). *Reflective recovery: Health learning in Twelve Step communities*. Budapest: Oriod.
- Gibbs G. (1988): *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford Further Education Unit, Oxford Polytechnic.
<http://www.learningandteaching.info/learning/reflecti.htm>
- [Reflection and Reflective Practice,](http://www.learningandteaching.info/learning/reflecti.htm)
<http://www.learningandteaching.info/learning/reflecti.htm>
- Polanyi, M. (1967). *The tacit dimension*. London: Routledge

Recommended readings:

Atherton J S (2011) *Learning and Teaching; Reflection and Reflective Practice* [On-line: UK] retrieved 7 January 2012 from

Lecturer responsible for the course unit: dr. József Csürke, Ph. D.
Instructor: dr. József Csürke, Ph. D.

Public policy issues of social and connected services	Credits: 3	Seminar
Number of semesters: 1	Classroom hours: 10	Requirements: Term mark

Course description:

Social & human services are described as areas of public tasks. Perspectives of public policy, social policy and of the related study areas are employed in interpreting these tasks.

Key themes:

- Responsibility for the services in the society. Issues of access to services
- Models in service organization
- Service reforms
- Ensuring quality services: standardization, effectiveness and efficiency
- Comparative service policy
- Organizational level cooperation and coordination, inter-professional cooperation

Competencies:

Students are enabled to identify specialized policies in the field of social & human services; to analyze decision making processes; and to identify different models in service provision.

Required readings:

- Barnes, M., 'Public Expectations - From paternalism to partnership: Changing relationships in health and health services', in Dargie, C., *Policy Futures for UK Health*, London, The Nuffield Trust, 1999, available at:
<http://www.jims.cam.ac.uk/research/health/polifutures/pdf/reports/expectations.pdf>
- European Commission (2000) *A Concerted Strategy for Modernising Social Protection* Brussels
- Evers, A.; Haverinen, R.; Leichsenring, K.; Wistow, G.; (eds): *Developing Quality in Personal Social Services Concepts, Cases and Comments*. Aldershot (UK), 1997. Book series "Public Policy and Social Welfare", Volume 22.
- Lorenz, W. (1994) *Social Work in a Changing Europe* London: Routledge
- Munday, B. and Lane, G. (Eds) (1998) *The Old and the New: Changes in Social Care in Central and Eastern Europe*. Canterbury: European Institute of Social Services, University of Kent

Lecturer responsible for the course unit: dr. Gábor Szöllősi, Ph. D.

Instructor: dr. Gábor Szöllősi, Ph. D.

Structure and analysis of social and complex services	Credits: 3	Seminar
Number of semesters: 2	Classroom hours: 10	Requirements: Term mark

Course description:

The objective of the course is to familiarize students with social provision systems and the related systems; and analyze their structure, principles of operation and rules. Issues of establishing and running social and complex provision systems are discussed, together with major dilemmas, debates, and current and decisive developments in these system areas.

Students working in some area of the social care system are expected to distance themselves from their everyday, routine activities and take a reflective approach to these environments. They consider and analyze certain elements of the system together with systemic contact points, with special regard to the interaction and fit among the certain elements in the entire system.

The course includes an element of individual reflective practice. The purpose of the practice is to facilitate students' reflection on a certain element of the social care system by integrating the contents of the lectures with their own professional experiences. This integration process is assisted by the lecturer.

Key themes:

1. Analyzing present-day service systems and structures. Characteristics of the sector boundaries and sector connections.
2. Analyzing the performance on social task commitments in the national system of social provisions.
3. Regional inequalities, quantity and quality disproportions in the system of social and human services
4. Financing problems in the system of social provisions. Benefits and disadvantages of obtaining support on the condition that the institution has a valid operational license.
5. Opportunities and dangers in applying traditional and alternative organizational forms of provisions.
6. Services and task performance in micro-regional associations
7. Planning social services on local/regional levels. Needs based service planning.
8. New models and developmental directions in the system of social provisions, with special regard to cooperation and complex services.

Required readings:

- Alber, J. (1995) 'A framework for the comparative study of social services' Journal of European Social Policy 5, 2, pp. 131-149
- Anttonen, A. and Sipilä, J. (1996) 'European social care services: is it possible to identify models?' Journal of European Social Policy 6, 2 pp. 87-100
- Bahle, T.: The changing institutionalization of social services in England and Wales, France and Germany: is the welfare state on the retreat? Journal of European Social Policy February 1, 2003 13: 5-20.
- Munday, B.: Integrated social services in Europe. Strasbourg, 2007 September, Council of Europe Publishing.
- Rauch, D.: Is There Really a Scandinavian Social Service Model?: A Comparison of Childcare and Elderlycare in Six European Countries. Acta Sociologica September 1, 2007 50: 249-269.
- Rønsen, M.; Skarðhamar, T.: Do welfare-to-work initiatives work? Evidence from an activation programme targeted at social assistance recipients in Norway. Journal of European Social Policy, February 2009; vol. 19, 1: pp. 61-77.

Lecturer responsible for the course unit: dr. habil Margit Molnár, C. Sc.
Instructor: Éva Vojtek

Developmental programs	Credits: 6	Lecture
Number of semesters: 1- 2	Classroom hours: 10	Requirements: Exam

Course description:

Course objectives

The objective of the course is to introduce students into the analysis of development strategies, responding to a variety of social problems, by reviewing categories and theories of development policies. Social and environmental constituents of development policies are analyzed in their complexity. Regional and local development issues are at the focus of the studies.

The two elements are the following:

Social and environmental issues of local development
International and European Contexts of Social Services.

Social and environmental issues of local development

The course focuses on the different approaches in sustainable development, with special regard to the problems of sustainability of industrial societies. Core themes as the relationship between the society and the environment, challenges of ageing societies, growing levels of consumption and institutional reforms are discussed, focusing on urban/regional levels. Local societal and social problems are discussed from a developmental approach, integrating aspects of public policy, sociology, social policy and other relevant areas. The different development programs are described and analyzed as means of social policy. The magnitude and use as well as the related dilemmas of national budget and EU cohesion fund resources are discussed.

Key themes (knowledge-level):

- Issues of sustainable development
- The role of regional and local development programs in the treatment of social, economic, ecological and other related problems.
- Financing regional and local development programs; analyzing the objectives and impacts of the programs.
- Types, objectives and means of settlement-level development programs (with special regard to urban and rural development)
- Social and ecological issues in development policies
- Regional contexts of the services; the role of economy, society and politics
- Development responding to local needs
- Regional inequalities and problems of access to services
- Models and methods in the local development of services

Knowledge:

- Regional context of the development programs; the role of economy, society and politics
- Development plans responding to local needs.
- Models and methods in local social service development
- Impacts and controversies in development programs

Competencies:

- Understanding the complexity of environmental and social impacts on economic development.
- Review and critical analysis on the resources and the decision making mechanisms in development policies
- Understanding the interests of the different participants in social debates
- Identifying new challenges in the global system

International and European Contexts of Social Services.

The course unit is designed to examine services of general interest, with special regard to social services of general interest and the complexly related other services from a developmental perspective, integrating perspectives of public policies, sociology, social policy and other relevant areas. The two elements of the course unit are built consecutively and introduce students into developmental policies and into planning such policies.

Main themes in *International and European Contexts of Social & Human Services.*

- Guidelines for social & other human services in the European Union.
- Social & other human services in the documents of the European Union
- Social & other human services in the European Union, community regulations and the national instruments and praxes.
- Social and health services of general interest – quality frameworks and operational principles.
- Employment and social professionals in the context of social services of general interest.

Competencies:

Students are enabled to identify regional dimensions of services and base their professional work on the interrelations of the phenomena discussed. Students are able to apply community rules and directives concerning national services and support trans-boundary collaboration in the operation of services.

Required readings:

- Faragó, L.: The General Theory of Public (Spatial) Planning. The Social Technique for Creating the Future. Discussion Papers. 43. Pécs, Centre for Regional Studies of Hungarian Academy of Sciences. 85 p.
- Minkoff, S. L.: The Proximate Polity: Spatial Context and Political Risk in Local Developmental Goods Provision. Urban Affairs Review, May 2012; vol. 48, 3: pp. 354-388.,
- Garofoli, G.: Local Development in Europe: Theoretical Models and International Comparisons. European Urban and Regional Studies, July 2002; vol. 9, 3: pp. 225-239.
- EC. (2003). Green Paper on Services of General Interest COM(2003) 270. http://europa.eu.int/eur-lex/lex/LexUriServ/site/en/com/2003/com2003_0270en01.pdf
- EC. (2004). White paper on services of general interest COM(2004) 374. http://europa.eu.int/eur-lex/lex/LexUriServ/site/en/com/2004/com2004_0374en01.pdf
- Hall, D.: Public-Private Partnerships. Summary paper and reports on PPPs October 2008, Brussels, European Federation Of Public Service Union

Recommended readings:

- Fargion, V.: Timing and the development of social care services in Europe. West European Politics, Volume 23, Issue 2, 2000, pp.59-88.
- Kautto, M.: Investing in services in West European welfare states. Journal of European Social Policy February 1, 2002 12: 53-65
- European Federation of Public Service Unions: EU policy on social services of general interest (SSGI): Towards a voluntary quality framework for social services? EPSU background paper - October 2010; European Federation Of Public Service Union, Brussels, 2010

Lecturer responsible for the course unit: Viktor Varjú, researcher

Instructors:

Viktória Borda

Éva Vojtek

Organizing and running social and complex services	Credits: 3	Seminar
Number of semesters: 2	Classroom hours: 10	Requirements: Term mark

Course description:

The course is designed to inform students about the organization of social and complex services. Perspectives of special policies, law, public administration, economy and management are integrated during the learning process.

Main themes:

- Models in service organization from a comparative view
- State and local government roles in ensuring service conditions
- Service outsourcing methods
- Organizing the services and management by the maintainer
- Organizational issues of services; tasks of the maintainers
- Financing the services
- Regulations on access to services

The contemporary regulatory system of social provisions and the practical experiences related to these settings are discussed in details.

Competencies:

Students are enabled to interpret the complexity of the tasks related to the organization and operation of the services. Students are able to access, evaluate and reflectively apply the information necessary for performing professional tasks.

Required readings:

- Bambra, C.: Research Note: Decommodification and the worlds of welfare revisited. *Journal of European Social Policy* February 1, 2006 16: 73-80
- European Federation Of Public Service Union: Social dialogue in the local and regional government sector: an overview., Brussels, 2009
- Fultz, E.; Tracy, M. (eds.): Good Practices in Social Services Delivery in South Eastern Europe. Budapest, International Labour Organization, 2004.
- Kuitto, K.: More than just money: Patterns of disaggregated welfare expenditure in the enlarged Europe. *Journal of European Social Policy* October 1, 2011 21: 348-364.
- Manfred Huber, M.; Maucher, M.; Sak, B.: Study on Social and Health Services of General Interest in the European Union. European Commission, Directorate General for Employment, Social Affairs and Equal Opportunity, Brussels, 2007.

Lecturer responsible for the course unit: dr. Gábor Szöllősi, Ph. D.
Instructor: Dr. Csilla Gyurok-Bódi

Workshop	Credits: 6	Seminar
Number of semesters: 1- 2	Classroom hours: 10	Requirements:
<p>Course description:</p> <p>The objective of the course is the reflective evaluation and reframing of core social political issues. In order to meet this goal, an environment facilitating and coordinating individual and teamwork is established. Students are enabled to identify and critically analyze the most important dilemmas and enter the discourses in certain areas of social & human services.</p> <p>Themes and dilemmas of the course unit are selected as a result of the active collaboration of the students. The next step is finding the relevant professional literature. Reviewing the literature is performed in the students' community. Tasks require individual contributions as well as cooperative problem solving in teams.</p> <p>Students are expected to accomplish the following tasks:</p> <ul style="list-style-type: none"> - Identifying some major areas and problems in services (students' work is coordinated by the lecturers of the course); - Finding and analyzing recent and relevant professional literature. Identifying major dilemmas and following the related professional discussions. Analyzing and processing the information, working in teams; - Identifying and exploring professional perspective and standpoints; presenting these for other team-members. Formulating social political suggestions and outlining strategies. Generating a professional discourse in the seminars. <p>Results and skills obtained in the workshop:</p> <ul style="list-style-type: none"> - synthesizing previous knowledge; - professional and inter-disciplinary analysis of social processes; differentiating between everyday knowledge and professional knowledge; - Analyzing the factors influencing service policies; - identifying and analyzing social needs, problems and risks. Working out development strategies. 		
<p>Required readings/Optional readings:</p> <p>Professional literature is determined by the themes students are most interested in. Some items are suggested by the lecturer and other sources are identified by the students individually.</p>		
<p>Lecturer responsible for the course unit: Julianna Boros Instructor: Julianna Boros</p>		

Research and project work	Credits: 7	Seminar
Number of semesters: 1- 2	Classroom hours: 10	Requirements:

Course description:

The objective of the course is to analyze and evaluate the operation of certain elements of social care provision systems and care areas in terms of effectiveness by conducting individual action research projects.

The first element of the course unit is introduced to review previous knowledge and skills in research methodology and lay the foundations for planning own research projects. Students are expected to select the area of research and the adequate methods themselves – supervised by the lecturer. Planning of the research process is assisted by the lecturer.

The second element is designed to inform students about the project calls in local social development and improve students’ skills in project planning by identifying the consecutive relationship among the various elements during project planning: from the birth of the project idea to concluding documentations. A further goal is to promote the acquisition of practical experiences on the project-based development of services in the special field of the study program (social and related human services)

The course facilitates reflective thinking in students’ groups and promotes project planning, based on valid assessment, with regard to current social realities. To achieve this goal, methods of project pedagogy are applied.

Required readings:

- Weiss, C. H.: Evaluation: methods for studying programs and policies. Prentice Hall, 1998. Upper Saddle River, N.J.
- Michael Quinn Patton: How to Use Qualitative Methods in Evaluation. SAGE, 1987

Recommended readings:

- Radej, B.: Synthesis in policy impact assessment. Evaluation April 2011 vol. 17 no. 2 133-150
- Haveri, A.: Evaluation of Change in Local Governance: The Rhetorical Wall and the Politics of Images. Evaluation April 1, 2008 14: 141-155
- Taylor, B.J.; Dempster, M.; Donnelly, M.:Requirements Gems: Appraising the Quality of Research for Social Work and Social Care. British Journal of Social Work February 1, 2007 37: 335-354
- Holosko, M.J.: What Types of Designs are We Using in Social Work Research and Evaluation? Research on Social Work Practice (2010) 20(6): 665-673

Lecturer responsible for the course unit: Julianna Boros

Instructor: Julianna Boros

Reflective field practice	Credits: 10	Practicum
Number of semesters: 1-2	Classroom hours: 60	Requirements:
<p>Course description:</p> <p>During the 50-hour field practice students are expected to put reflective theories into practice, supervised by their field trainers and field coordinators. The course introduces students into methodologies of reflective practice, enhancing their awareness on own cognitive abilities and skills and the practical use of reflective approaches. The objective of the field practice is to assist the integration of theoretical knowledge, practical skills and professional attitudes by practicing professional tasks in a social care area. Further, it prepares students for regular professional work. The field practice may be performed in any area of the social/complex service system, provided the student is actively involved in the activities and tasks in the service system.</p> <p>Students are expected to write a reflective diary on their experiences, in which they reflect on both the professional activities performed in the field by the staff and on their own activities.</p> <p>The field practice directly supports the acquisition of the following competencies:</p> <ul style="list-style-type: none"> - Intervention processes, planning, managing and implementing interventions, processes and special social policy decisions, - Organizing social and complex provision systems and managing social institutions - The ability to work independently and creatively - The ability to work in organizations, interdisciplinary teams and in international teams, - Rational analysis, problems solving, decision making and reasoning - Effective communication skills - Making presentations, documentations and plans 		
<p>Required readings:</p> <p>Specified by the placement according to the given area of social care (basic literature).</p>		
<p>Lecturer responsible for the course unit: Zsuzsanna Brettner Instructors: Zsuzsanna Brettner, Éva Vojtek</p>		