

Children's Rights and Human Rights in Social Work

Barns rättigheter och mänskliga rättigheter i socialt arbete

7.5 credits

Programme course

745A85

Valid from: 2022 Autumn semester

Determined by	Main field of study	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Social Work	
Date determined	Course level	Progressive specialisation
2021-06-07	Second cycle	A1N
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
	Social Work and Social Welfare	
Offered first time	Offered for the last time	
Autumn semester 2022		
Department	Replaced by	
Institutionen för kultur och samhälle		

Course offered for

- Social Work Programme
- Master's Programme in Social Work

Entry requirements

General entry requirements for undergraduate studies
and

Social Studies and Mathematics corresponding to the level in Swedish upper
secondary education (Samhällskunskap 1b or 1a1 and 1a2 and Matematik
2a/2b/2c or Matematik B)

and

150 ECTS credits passed in Social Work

Intended learning outcomes

After completing the course the student should be able to, on an advanced level:

- critically analyze and reflect on the development of children's rights as an interdisciplinary research field
- account for children's right in (**ämbnesområdet**) social work
- discuss and assess choices of theory and methods and their consequences, in previous research on children's rights
- reflect over and discuss political and ethical dimensions of children's rights in research and practice
- critically reflect over challenges and possibilities for the realization of children's rights in a globalized world

Course content

The course deals with children's rights in social work and research on welfare law, with a particular focus on methodologies in the study of children's human rights. In order to do so, the course deals with theoretical perspectives of children and childhood that deal with children's position(-s) in society and children as rights holders. Furthermore, the course includes problematizations of concepts such as equaliberty, discrimination, social rights, rule of law, rights to protection and participation, and the best interest of the child. The course also includes studies of practice-oriented work to realize children's rights in various settings.

Teaching and working methods

The teaching will be done in the forms of lectures, seminars and individual or group course assignments which may be both written and oral. Apart from this the student will carry out self-studies.

Examination

The course is graded through:

- active participation in seminars, grade scale: UG
- collectively written paper examination, grade scale: UG
- individual written examination, grade scale: UV

Final grade is based on the individual written examination (4 credits).

Detailed information is available in the Student Handbook.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

Three-grade scale, U, G, VG

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.