**ВІДКРИТИЙ МІЖНАРОДНИЙ УНІВЕРСИТЕТ**

**РОЗВИТКУ ЛЮДИНИ «Україна»**

**ІНСТИТУТ соціальних технологій**

**КАФЕДРА соціальної роботи та педагогіки**

**ЗАТВЕРДЖУЮ**

Проректор

з навчально-виховної роботи

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ О.П. Коляда

«\_\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2020 р.

## РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

**"Іноземна мова за професійним спрямуванням"**

для студентів

спеціальності 231 Соціальна робота

(шифр і назва навчальної дисципліни)

**освітня програма** Соціальна робота

рівня передвищої освіти «фаховий молодший бакалавр» і першого рівня вищої освіти «бакалавр» за спеціальністю 231 «Соціальна робота» галузі знань 23 «Соціальна робота»

(назва освітньої програми)

**освітнього рівня** бакалавр, фаховий молодший бакалавр з соціальної роботи

(назва освітнього рівня)

**галузь знань** \_\_\_\_\_\_\_\_\_\_23 Соціальна робота\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(шифр і назва галузі знань)

**Спеціальність**\_\_\_\_\_\_\_\_231 Соціальна робота\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(шифр і назва спеціальності(тей))

Інституту соціальних технологій Відкритого міжнародного університету розвитку людини «Україна»

Обсяг, кредитів: 11 (330)

Форма підсумкового контролю: залік, іспит

**Київ 2020**

**Робоча програма** "Іноземна мова за професійним спрямуванням" для студентів за галуззю знань "23 Соціальна робота", спеціальністю "231 Соціальна робота".

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«\_\_\_\_» \_\_\_\_\_\_\_\_\_\_\_\_ 2020 року - \_\_\_\_ с.

**Розробники:** Базиленко А.К., завідуюча кафедрою соціальної роботи та педагогіки Інституту соціальних технологій Відкритого міжнародного університету розвитку людини «Україна», к. псих. наук., Кравець В.С., викладач кафедри української мови та літератури, іноземної мови та перекладу Інституту філології та масових комунікацій Відкритого міжнародного університету розвитку людини «Україна».

**Викладачі:** Кравець В. С., асистент кафедри української мови та літератури, іноземної мови та перекладу Інституту філології та масових комунікацій Відкритого міжнародного університету розвитку людини «Україна».

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**Робочу програму розглянуто і затверджено на засіданні кафедри української мови та літератури, іноземної мови та перекладу**

Протокол від «\_\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2020 року № \_\_\_

Завідувач кафедри (циклової комісії) української мови та літератури, іноземної мови та перекладу

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Єнг І.С.)

(підпис) (прізвище та ініціали)

«\_\_\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2020 року

**Робочу програму погоджено з гарантом освітньої (професійної) програми (керівником проектної групи)**

Соціальна робота

.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 2020 р.

Гарант освітньої (професійної) програми (керівник проектної групи)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Базиленко А.К.)

(підпис) (прізвище та ініціали)

**ПРОЛОНГАЦІЯ РОБОЧОЇ НАВЧАЛЬНОЇ ПРОГРАМИ**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Навчальний рік | 20\_\_\_/20\_\_\_ | 20\_\_\_/20\_\_\_ | 20\_\_\_/20\_\_\_ | 20\_\_\_/20\_\_\_ |
| Дата засідання кафедри |  |  |  |  |
| № протоколу |  |  |  |  |
| Підпис завідувача кафедри |  |  |  |  |

Матеріали до курсу розміщені на сайті Інтернет-підтримки навчального процесу <http://vo.uu.edu.ua/> за адресою: <https://vo.uu.edu.ua/course/view.php?id=10612>

**Робочу програму перевірено**  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2020 р.

Директор Інституту філології та масових комунікацій

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Н.В.Барна )

(підпис) (прізвище та ініціали)

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# **1. ОПИС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Найменування показників** | **Галузь знань, спеціальність, спеціалізація, освітній ступінь / освітньо-кваліфікаційний рівень** | **Характеристика навчальної дисципліни** | | | | | | |
| ***денна форма навчання*** | | | ***заочна форма навчання*** | | | |
| Загальний обсяг кредитів – 11 | **Галузь знань**  23 Соціальна робота | **Вид дисципліни**  вибіркова | | | | | | |
| **Спеціальність**  231 Соціальна робота | **Цикл підготовки**  загальний | | | | | | |
| Модулів – 4 | **Спеціалізація**  Соціальна педагогіка у сфері інклюзії | **Рік підготовки:** | | | | | | |
| Змістових модулів – 4 | 1-й | | | 2-й | | | |
| Загальний обсяг годин – 330 | **Мова викладання, навчання та оцінювання:**  англійська | **Семестр** | | | | | | |
| 1-й | 2-й | | 3-й | | | 4-й | |
| **Лекції** | | | | | | |
| Тижневих годин для денної форми навчання:  аудиторних – 3  самостійної роботи студента – 3 | **Освітній ступінь / освітньо-кваліфікаційний рівень:**  Бакалавр/Фаховий молодший бакалавр | - | | - | - | | - | |
| **Практичні, семінарські** | | | | | | |
| 46 год. | | 44 год. | 30 год. | 30 год. | | | | |
| **Лабораторні** | | | | | | |
| - | | - | - | |  | |
| **Самостійна робота** | | | | | | |
| 18 год. | | 18 год. | 35 год. | | 35 год. | |
| **Індивідуальні завдання:** | | | | | | |
| **24 год.** | | **26 год.** | **9 год.** | **9 год.** | | |
| **Вид семестрового контролю:** залік (2 год), іспит (2 год), іспит (2 год) | | | | | | |

**2. МЕТА ТА ЗАВДАННЯ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

*Мета*: формування у студентів професійно орієнтованої міжкультурної комунікативної компетенції, яка включає мотиви, інтереси, знання, навички та вміння, що забезпечують кваліфіковану професійну діяльність у приватній, суспільній, професійній та освітній сферах спілкування в багатонаціональному суспільстві іноземною мовою, а також оволодіння невербальними (формули, графіки) та паралінгвістичними (жести, міміка) засобами спілкування у контексті цільової культури.

*Завдання:*

• формування необхідної комунікативної спроможності в усній та письмовій формах в межах тематики, окресленої завданнями майбутньої професійної діяльності студента як соціального педагога;

• досягнення студентом рівнів мовної компетенції, що відповідають міжнародним стандартам, викладеним у загальноєвропейських рекомендаціях з мовної освіти;

• усвідомлення студентом відносин між власною та іноземними культурами;

• розвиток і активізація мультидисциплінарного мислення;

• формування навичок та вмінь автономного навчання, що передбачає формування у студента власної відповідальності за результати навчання шляхом організації навчального процесу спільно з викладачем.

У результаті вивчення навчальної дисципліни в студентів мають бути сформовані такі предметні *компетентності*:

– знання спеціальної лексики та граматичних конструкцій для повного розуміння змісту текстів за професійним спрямуванням;

– розуміння й тлумачення різних аспектів культури і мовної поведінки у професійному середовищі;

– володіння усною монологічною і діалогічною мовою в межах побутової, суспільно-політичної та фахової тематики;

– знання термінології з питань професійної діяльності;

– здатність знаходити й опрацьовувати інформацію іноземною мовою;

– розуміння іншомовних друкованих та аудіо- матеріалів фахової тематики;

– уміння складати іноземною мовою ділові листи і документи з питань професійної діяльності.

# **3. РЕЗУЛЬТАТИ НАВЧАННЯ ЗА ДИСЦИПЛІНОЮ, ВІДПОВІДНІСТЬ ПРОГРАМНИХ КОМПЕТЕНТНОСТЕЙ ТА РЕЗУЛЬТАТІВ НАВЧАННЯ КОМПОНЕНТАМ ОСВІТНЬОЇ ПРОГРАМИ**

У результаті вивчення навчальної дисципліни студент повинен:

**знати:**

* лексику за темами згідно змісту програми (у тому числі термінологію), що є необхідним в професійній сфері;
* мовленнєвий етикет спілкування, мовні моделі звертання, ввічливості, вибачення, погодження.

**розуміти:**

* головну ідею, ідентифікує інформацію та приймає участь в обговореннях, дебатах, офіційних переговорах, бесідах тощо;
* автентичні тексти з підручників, газет, журналів, спеціалізованих журналів та Інтернет джерел;

**вміти:**

складати іноземною мовою ділові листи і документи з питань професійної діяльності;

брати участь у дискусії та підготовці документів та угод з спрямованістю на соціально-педагогічну професійну діяльність.

**Рядок дисципліни в «Матриці відповідності загальних програмних компетентностей компонентам освітньої програми»**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ЗК 1** | **ЗК 2** | **ЗК 3** | **ЗК 4** | **ЗК 5** | **ЗК 6** | **ЗК 7** | **ЗК 8** | **ЗК 9** | **ЗК 10** | **ЗК 11** | **ЗК 12** | **ЗК 13** | **ЗК 14** | **ЗК 15** |
| **ВК1.2** |  |  |  |  |  |  |  | **+** |  |  |  |  |  |  |  |

**Рядок дисципліни в «Матриці відповідності спеціальних (фахових) програмних компетентностей компонентам освітньої програми»**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ФК 1** | **ФК 2** | **ФК 3** | **ФК 4** | **ФК 5** | **ФК 6** | **ФК 7** | **ФК 8** | **ФК 9** | **ФК 10** | **ФК 11** | **ФК 12** | **ФК 13** | **ФК 14** | **ФК 15** | **ФК 16** | **ФК 17** | **ФК 18** | **ФК 19** | **ФК 20** | **ФК 21** | **ФК 22** |
| **ВК1.2** |  |  |  |  |  |  | **+** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Рядок дисципліни в «Матриці забезпечення програмних результатів навчання (ПРН) відповідними компонентами освітньої програми»**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ПРН**  **1** | **ПРН 2** | **ПРН 3** | **ПРН 4** | **ПРН 5** | **ПРН 6** | **ПРН 7** | **ПРН 8** | **ПРН 9** | **ПРН 10** | **ПРН 11** | **ПРН 12** | **ПРН 13** | **ПРН 14** | **ПРН 15** | **ПРН 16** | **ПРН 17** | **ПРН 18** | **ПРН 19** | **ПРН 20** | **ПРН 21** | **ПРН 22** | **П3Н 23** |
| **ВК 1.2** | **+** | **+** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# **4. ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ** **"Іноземна мова за професійним спрямуванням"**

**4.1. Анотація дисципліни**

**Змістовий модуль 1. Соціальна допомога та суспільна робота.**

**Social care and community work.**

1. Визначення соціальної роботи. Definition of Social Work.
2. Значення соціальної роботи в суспільстві. The role of Social Work in Society.
3. Роль соціальних педагогів. Role of Professionals Providing Social Support.
4. Соціальні служби Великобританії. Social Services in Great Britain.
5. Соціальні служби США. Social Services in USA.
6. Соціальні служби Німеччини. Social Services in Germany.
7. Соціальні служби України. Social Services in Ukraine.
8. Соціальний працівник: допомога підліткам. The Social Worker: Helping Teenagers Leaving Care.
9. Жити незалежно. To Live Independent Lives.

**Змістовий модуль 2. Cоціальна політика. Social policy.**

1. Визначення соціальної політики. What Is Social Policy?
2. Сфера соціальної політики. The Scope of Social Policy.
3. Соціальна політика Великобританії. Social policy in Great Britain.
4. Соціальна політика США. Social policy in USA.
5. Соціальна політика Німеччини. Social policy in Germany.
6. Соціальна політика України. Social policy in Ukraine.
7. Політика соціально забезпечених країн. Social Policy in the Welfare State.
8. Політика рівноправності чоловіків та жінок. Policy for equality between women and men.
9. Гендерна рівність при прийомі на роботу. Gender Equality in Employment.
10. Боротьба проти дескримінації та вигнання. Fighting discrimination and exclusion.

**Змістовий модуль 3. Люди з інвалідністю. Disabled people.**

1. Групи людей з інвалідністю. Groups of disabled people.
2. Права людей з інвалідністю. Rights of disabled people.
3. Соціальна політика для людей з інвалідністю. Disability and social policy.

**Змістовий модуль 4. Соціальна політика людей з інвалідністю у світі. Social policy of disabled people in the world.**

1. Міжнародні організації людей з інвалідністю. World’s organizations for disabled people.
2. Соціальне страхування. Social insurance.
3. Люди з інвалідністю у Великобританії. Disabled people in Great Britain.
4. Люди з інвалідністю в Україні. Disabled people in Ukraine.

**Міжпредметні зв’язки:** дисципліна "Іноземна мова за професійним спрямуванням" має міждисциплінарний характер на основі інтеграції наукових знань в галузі лінгвістики, лінгвокраїнознавства, соціальної педагогіки, документознавства правознавства, соціології, менеджменту.

**4.2. Структура навчальної дисципліни**

**4.2.1. Тематичний план**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Назви змістових модулів і тем | Розподіл годин між видами робіт | | | | | | | | | | | | | | | Форми та методи контролю знань |
| денна форма | | | | | | | заочна форма | | | | | | | |
| Усього | аудиторна | | | | | с.р. | Усього | аудиторна | | | | | | с.р. |
| у тому числі | | | | | у тому числі | | | | | |
| л | сем | пр | лаб | інд | л | | сем | пр | лаб | інд |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | 11 | 12 | 13 | 14 | 15 | 16 |
| **Модуль 1** | | | | | | | | | | | | | | | |  |
| **Змістовий модуль 1**. **Соціальна допомога та суспільна робота. Social care and community work**. | | | | | | | | | | | | | | | |  |
| Тема 1. Визначення соціальної роботи. Definition of Social Work. | 4 |  |  |  |  |  |  | 2 |  | |  | 2 |  |  |  | АР |
| Тема 2. Значення соціальної роботи в суспільстві. The role of Social Work in Society. | 10 |  |  |  |  | 6 |  | 6 |  | |  |  |  | 6 |  | АР  ІР |
| Тема 3. Роль соціальних педагогів. Role of Professionals Providing Social Support. | 10 |  |  |  |  | 6 |  | 8 |  | |  | 2 |  | 6 |  | АР  ІР |
| Тема 4. Соціальні служби Великобританії. Social Services in Great Britain. | 6 |  |  |  |  |  |  |  |  | |  |  |  |  |  | АР |
| Тема 5. Соціальні служби США. Social Services in USA. | 4 |  |  |  |  |  |  |  |  | |  |  |  |  |  | АР |
| Тема 6. Соціальні служби Німеччини. Social Services in Germany. | 4 |  |  |  |  |  |  | 20 |  | |  |  |  |  | 20 | АР  СР |
| Тема 7. Соціальні служби України. Social Services in Ukraine. | 8 |  |  |  |  |  |  | 20 |  | |  |  |  |  | 20 | АР  СР |
| Тема 8. Соціальний працівник: допомога підліткам. The Social Worker: Helping Teenagers Leaving Care. | 23 |  |  |  |  | 6 | 9 | 17 |  | |  |  |  | 6 | 15 | АР  СР  ІР |
| Тема 9. Жити незалежно. To Live Independent Lives. | 19 |  |  |  |  | 6 | 9 | 15 |  | |  |  |  | 6 | 9 | АР  СР  ІР |
| Модульний контроль | 2 |  |  |  |  |  |  | 2 |  | |  |  |  |  |  |  |
| Разом за змістовим модулем 1 | 90 |  |  | 46 |  | 24 | 18 | 90 |  | |  | 4 |  | 24 | 64 | Комплексне тестування |
| **Змістовий модуль 2.** **Cоціальна політика. Social policy.** | | | | | | | | | | | | | | | |  |
| Тема 10. Боротьба проти дескримінації та вигнання. Fighting discrimination and exclusion. | 13 |  |  | 4 |  |  | 9 | 21 | |  |  | 2 |  |  | 19 | АР  СР |
| Тема 11. Сфера соціальної політики. The Scope of Social Policy. | 4 |  |  | 4 |  |  |  | 2 | |  |  | 2 |  |  |  | АР: |
| Тема 12. Соціальна політика Великобританії. Social policy in Great Britain. | 12 |  |  | 6 |  | 6 |  | 16 | |  |  |  |  | 16 |  | АР:  СР: |
| Тема 13. Соціальна політика США. Social policy in USA. | 14 |  |  | 6 |  | 8 |  | 18 | |  |  |  |  | 18 |  | АР:  СР: |
| Тема 14. Соціальна політика Німеччини. Social policy in Germany. | 10 |  |  | 4 |  | 6 |  | 6 | |  |  |  |  | 6 |  | АР:  ІР: |
| Тема 15. Соціальна політика України. Social policy in Ukraine. | 10 |  |  | 4 |  | 6 |  | 6 | |  |  |  |  | 6 |  | АР:  IР: |
| Тема 16. Політика соціально забезпечених країн. Social Policy in the Welfare State. | 4 |  |  | 4 |  |  |  | 2 | |  |  | 2 |  |  |  | АР:  СР: |
| Тема 17. Політика рівноправності чоловіків та жінок. Policy for equality between women and men. | 4 |  |  | 4 |  |  |  | 2 | |  |  | 2 |  |  |  | АР |
| Тема 18. Гендерна рівність при прийомі на роботу. Gender Equality in Employment. | 4 |  |  | 4 |  |  |  | 2 | |  |  | 2 |  |  |  | АР |
| Тема 19. Боротьба проти дескримінації та вигнання. Fighting discrimination and exclusion. | 13 |  |  | 4 |  |  | 9 | 11 | |  |  | 2 |  |  | 9 | АР  СР |
| Модульний контроль | 2 |  |  |  |  |  |  | 2 | |  |  |  |  |  |  | тестування |
| Разом за змістовим модулем 2 | 90 |  |  | 44 |  | 26 | 18 | 90 | |  |  | 12 |  | 46 | 28 |  |
| **Змістовий модуль 3. Люди з інвалідністю. Disabled people.** | | | | | | | | | | | | | | | | |
| Тема 20. Групи людей з інвалідністю. Groups of disabled people. | 25 |  |  | 10 |  |  | 15 | 17 | |  |  | 2 |  |  | 15 | АР  СР |
| Тема 21. Права людей з інвалідністю. Rights of disabled people. | 25 |  |  | 10 |  | 15 |  | 37 | |  |  | 2 |  | 15 | 20 | АР  ІР |
| Тема 22. Люди з інвалідністю в Україні. Disabled people in Ukraine. | 25 |  |  | 10 |  |  | 15 | 15 | |  |  |  |  |  | 15 | АР  СР |
| Модульний контроль |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| Разом за змістовим модулем 3 | 75 |  |  | 30 |  | 15 | 30 | 75 | |  |  | 4 |  | 15 | 50 |  |
| **Змістовий модуль 4. Соціальна політика людей з інвалідністю у світі. Social policy of disabled people in the world.** | | | | | | | | | | | | | | | | |
| Тема 23. Соціальна політика для людей з інвалідністю . Disability and social policy. | 8 |  |  | 8 |  |  |  | 24 | |  |  | 2 |  |  | 22 | АР |
| Тема 24. Міжнародні організації людей з інвалідністю. World’s organizations for disabled people. | 31 |  |  | 8 |  | 10 | 13 | 29 | |  |  | 2 |  | 10 | 17 | АР  ІР  СР |
| Тема 25. Соціальне страхування. Social insurance. | 18 |  |  | 8 |  | 10 |  | 12 | |  |  | 2 |  | 10 |  | АР  ІР |
| Тема 26. Люди з інвалідністю у Великобританії. Disabled people in Great Britain. | 16 |  |  | 6 |  | 10 |  | 12 | |  |  | 2 |  | 10 |  | АР  ІР |
| Модульний контроль | 2 |  |  |  |  |  |  | 2 | |  |  |  |  |  |  | есе |
| Разом за змістовим модулем 4 | 75 |  |  | 30 |  | 30 | 13 | 75 | |  |  | 8 |  | 30 | 35 |  |
| **Усього годин** | 330 |  |  | 150 |  | 95 | 79 | 330 | |  |  | 28 |  | 115 | 177 |  |

**4.2.2. Навчально-методична картка дисципліни «**Іноземна мова за професійним спрямуванням**»**

**Разом**: 150 **год**., практичні заняття – 144, підсумковий контроль – 6 год.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Модулі** | **Змістовий модуль 1**  Соціальна допомога та суспільна робота. Social care and community work.  69 балів | | | | | | | | | **Змістовий модуль 2.**  Cоціальна політика. Social policy.  66 балів | | | | | | | | | | **Змістовий модуль 3.**  Люди з інвалідністю. Disabled people.  60 балів | | | **Змістовий модуль 4.**  Соціальна політика людей з інвалідністю у світі. Social policy of disabled people in the world.  60 балів | | | | |
| Назва модуля |
| Кількість балів за модуль |
| Практичні заняття | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | 24 | 25 | 26 | |
| Теми практичних занять | Визначення соціальної роботи. | Значення соціальної роботи в суспільстві. | Роль соціальних педагогів. | Соціальні служби Великобританії. | Соціальні служби США. Соціальні служби США. | Соціальні служби Німеччини. | Соціальні служби України. | Соціальний працівник: допомога підліткам. | Жити незалежно. | Боротьба проти дескримінації та вигнання. | Сфера соціальної політики. | Соціальна політика Великобританії | Соціальна політика США. | Соціальна політика Німеччини. | Соціальна політика України. | Політика соціально забезпечених країн. | Політика рівноправності чоловіків та жінок. | Гендерна рівність при прийомі на роботу. | Боротьба проти дескримінації та вигнання. | Групи людей з інвалідністю | Права людей з інвалідністю. | Люди з інвалідністю в Україні. | Соціальна політика для людей з інвалідністю | | Соціальне страхування. | Міжнародні організації людей з інвалідністю. | Люди з інвалідністю у Великобританії. | |
| Самостійна робота |  |  |  |  |  | 5 | 5 | 5 | 5 | 5 |  | 5 | 5 |  |  | 5 |  |  | 5 | 5 |  | 5 |  | | 5 |  |  | |
| Види поточного контролю | Комплексне тестування (20 балів) | | | | | | | | | Комплексне тестування (20 балів) | | | | | | | | | |  | | | Ессе (10 балів) | | | | |
| ІНДЗ | 50 балів | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Підсумковий контроль | Залік  Іспит (40 балів) | | | | | | | | | | | | | | | | | | |  | | | | Іспит (40 балів) | | | |

**4.3. Форми організації занять**

**4.3.1. Теми практичних занять**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **№ з/п** | **Назва теми** | **Лексичні одиниці** | **Граматичні одиниці** | **Кількість годин** |
| **1** | Визначення соціальної роботи. Definition of Social Work. | administration, adolescence, etiology, confidentiality, social work, documentation, effective, feedback, environment, case worker, civil service, assessment, profession | Present Tenses | 4 |
| **2** | Значення соціальної роботи в суспільстві. The role of Social Work in Society. | socialization, socialize, society, projection, self-esteem, viewpoint, system, public, role, process, professionalism, resource. | Past Tenses | 4 |
| **3** | Роль соціальних педагогів. Role of Professionals Providing Social Support. | assess, feedback, interaction, mortgage, resource, relationship, reinforce, status, value, goal | Future Tenses | 4 |
| **4** | Соціальні служби Великобританії. Social Services in Great Britain. | social stratification, nurture, taking care, assistant, to provide, ethical guidance, support, independence, control, dignity | Future – in – the Past Tenses | 6 |
| **5** | Соціальні служби США. Social Services in USA. | social stratification, nurture, taking care, assistant, to provide, ethical guidance, support, independence, control, dignity | Future – in – the Past Tenses | 4 |
| **6** | Соціальні служби Німеччини. Social Services in Germany. | social stratification, nurture, taking care, assistant, to provide, ethical guidance, support, independence, control, dignity | Future – in – the Past Tenses | 4 |
| **7** | Соціальні служби України. Social Services in Ukraine. | implementing, social policy priorities, precise, providers, provision, equal opportunities, public health, responsible parenting, childhood development | Present Passive Tenses | 8 |
| **8** | Соціальний працівник: допомога підліткам. The Social Worker: Helping Teenagers Leaving Care. | leaving care, training activities, protective services, contraception, abuse, peer group, nurture, neglect, to evaluate, to measure, to identify, supported transitions | Past Passive Tenses | 8 |
| **9** | Жити незалежно. To Live Independent Lives. | independence, disability, self-determination, self-respect, assisted living, portraying, defective and deviant persons, professional intervention, burden, consequences, attitude, wellbeing | майбутні часи пасивного стану / Future Passive Tenses | 4 |
| **10** | Боротьба проти дескримінації та вигнання. Fighting discrimination and exclusion. | guidelines, principles, living conditions, health care, human services, criminal justice, inequality, education, labor | Sequence of Tenses | 4 |
| **11** | Сфера соціальної політики. The Scope of Social Policy. | response, policy-making process, income, guidelines, regulate, euthanasia, favor, maintenance, public access, human needs | Reported speech | 4 |
| **12** | Соціальна політика Великобританії. Social policy in Great Britain. | to represent, to socialize, public service reform, boroughs, community care, local government; urban policy; housing, business-like fashion, quasi markets, eligibility, workhouse test | Reported questions | 6 |
| **13** | Соціальна політика США. Social policy in USA. | to represent, to socialize, public service reform, boroughs, community care, local government; urban policy; housing, business-like fashion, quasi markets, eligibility, workhouse test | Reported questions | 6 |
| **14** | Соціальна політика Німеччини. Social policy in Germany. | to represent, to socialize, public service reform, boroughs, community care, local government; urban policy; housing, business-like fashion, quasi markets, eligibility, workhouse test | Reported questions | 4 |
| **15** | Соціальна політика України. Social policy in Ukraine. | to promote, to assess, community organization, feedback, food stamps, civil service, evict, insight, infancy, reinforce, social work | Indefinite Infinitive Active | 4 |
| **16** | Політика соціально забезпечених країн. Social Policy in the Welfare State. | adjusting, freedom, social defense, effective use of state property, habitation policy, democratic societies, necessities of deserving life | Continuous Active Infinitive | 4 |
| **17** | Політика рівноправності чоловіків та жінок. Policy for equality between women and men. | equality, inequality, to ensure, to combat, equal opportunities, equal treatment, discrimination, gender, mainstreaming, dimension, human rights | Perfect Active Infinitive | 4 |
| **18** | Гендерна рівність при прийомі на роботу. Gender Equality in Employment. | equality, inequality, to promote opportunities, possibility, condition, freedom, equity, security, human dignity | Perfect Participle Passive | 4 |
| **19** | Боротьба проти дескримінації та вигнання. Fighting discrimination and exclusion. | developmentally disabled, discriminate, handicap, aware/ness, attitude, empathy, integration, minority, manipulate, self-esteem, segregate, stigmatize, parapalegic, empower, oppress | Perfect Continuous Infinitive | 4 |
| **20** | Групи людей з інвалідністю. Groups of disabled people. | physical disabillity, cognitive disabillity, mental disabillity, sensory disabillity, emotional disabillity, developmental disability, covering impairments, activity limitations, participation restrictions, lifetime | First Conditional | 10 |
| **21** | Права людей з інвалідністю. Rights of disabled people. | discrimination, harassment, social insurance, to perceive, facilities, premises, reasonable adjustment | Second Conditional | 10 |
| **22** | Соціальна політика для людей з інвалідністю . Disability and social policy. | far-reaching measures, social welfare, low-paid work, benefits, assessing, packages | Third Conditional | 10 |
| **23** | Міжнародні організації людей з інвалідністю. World’s organizations for disabled people. | network, chat, web site, respect, association, cross-disability organizations, individuals, retardation, welfare | modal verbs “can”/“could” | 8 |
| **24** | Соціальне страхування. Social insurance. | assistance, benefits, insurance, suuplemental security income, financial need, eligibility, appeal request, appeal disability report | to be able to | 8 |
| **25** | Люди з інвалідністю у Великобританії. Disabled people in Great Britain. | employment, workers, support, flexibility, part-time job, physical impairments | modal verb “may” | 8 |
| **26** | Люди з інвалідністю в Україні. Disabled people in Ukraine. | developmentally disabled, disability, esteem, handicap, immigrant, immigration, oppress, stereotype, ghetto. | modal verb “might” | 6 |
| **Всього** | | | | **144** |

**4.3.2. Індивідуальні завдання**

**«Іноземна мова за професійним спрямуванням»**

Індивідуальна робота № 1

Тема 2. Значення соціальної роботи в суспільстві. The role of Social Work in Society.

Створити міні-банер на тему: «The role of Social Work in Society».

Робота здається до кінця вивчення модулю І.

Індивідуальна робота № 2

Тема 3. Роль соціальних педагогів. Role of Professionals Providing Social Support.

Напишіть есе на тему: «Who is a Professional Providing Social Support».

Завдання виконується у письмовій формі та здається до кінця

вивчення модулю І.

Індивідуальна робота № 3

Тема 8. Соціальний працівник: допомога підліткам. The Social Worker: Helping Teenagers Leaving Care.

Зробіть мультимедійну презентацію на тему: «Teenagers problems In Society. Booling.».

Робота здається до кінця вивчення модулю І.

Індивідуальна робота № 4

Тема 9. Жити незалежно. To Live Independent Lives.

Продумайте та проведіть круглий стіл на тему: «To Live Independent Lives in Diferrent Contries».

Подається план круглого столу та запитання учасників до кінця вивчення модулю І.

Індивідуальна робота № 5

Тема 12. Соціальна політика Великобританії. Social policy in Great Britain.

Підготуйте мультимедійну презентацію на тему: «Social policy in Great Britain».

Робота здається наприкінці вивчення модулю ІІ.

Індивідуальна робота № 6

Тема 13. Соціальна політика США. Social policy in USA.

Підготуйте мультимедійну презентацію на тему: «Social policy in USA».

Робота здається наприкінці вивчення модулю ІІ.

Індивідуальна робота № 7

Тема 14. Соціальна політика Німеччини. Social policy in Germany.

Підготуйте мультимедійну презентацію на тему: «Social policy in Germany».

Робота здається наприкінці вивчення модулю ІІ.

Індивідуальна робота № 8

Тема 15. Соціальна політика України. Social policy in Ukraine.

Підготуйте мультимедійну презентацію на тему: «Social policy in Ukraine».

Робота здається наприкінці вивчення модулю ІІ.

Індивідуальна робота № 9

Тема 21. Права людей з інвалідністю. Rights of disabled people.

Підготуйте пам’ятку на тему: «Rights of disabled people».

Робота здається у письмовому вигляді наприкінці вивчення модулю ІІІ.

Індивідуальна робота № 10

Тема 24: Соціальне страхування. Social insurance.

Дайте відповідь на запитання: «Why Social insurance are so Important?»

Робота здається у письмовому вигляді наприкінці вивчення модулю IV.

Індивідуальна робота № 11

Тема 25: Люди з інвалідністю у Великобританії. Disabled people in Great Britain.

Підготуйте мультимедійну презентацію на тему: «Disabled people in Great Britain»

Робота здається наприкінці вивчення модулю IV.

Індивідуальна робота № 12

Тема 26: Люди з інвалідністю в Україні. Disabled people in Ukraine.

Підготуйте мультимедійну презентацію на тему: «Disabled people in Ukraine»

Робота здається наприкінці вивчення модулю IV.

**4.3.3. Теми самостійної роботи студентів**

Модуль 1

**Тема 1. Соціальна допомога дітям. Child welfare.**

*Лексика:* adopt, abandon, surrender, protective services, juvenile deliquent, child caring institution, birth control, childhood, home maker.

*Граматика:* to be allowed to*.*

**Тема 2. Конвенція про права дитини. The Convention on the Rights of the Child.**

*Лексика:* child rights, to define, to protect, to submit, committee's website, to ratify, to express views, young offenders, criminal responsibility.

*Граматика:* modal verb “must”.

Модуль 2

**Тема 3. Соціальна допомога сиротам. Orphan welfare.**

*Лексика:* orphans sponsorship, conflict, famine, diseases, healthcare necessities, household necessities.

*Граматика:* modal verb “to be to”.

**Тема 4. Соціальна допомога безпритульним. Homeless welfare.**

*Лексика:* prevention, accommodation, households, placement, relevant agencies, to ensure, re-housing, welfare reform.

*Граматика:* modal verbs“should”/ “ought to”.

Модуль 3

**Тема 5. Соціальна допомога людям з інвалідністю. Handicapped people welfare.**

*Лексика:* professional training, employment opportunity, maintenance allowance, hostel facilities, special employment, rosters, rehabilitation centre, cash prizes.

*Граматика:* modal verb “need”.

**Тема 6. Соціальна допомога людям похилого віку. Old people’s welfare**.

*Лексика:* security taxes, supports, payments, civil partner, cohabitant, retirement pension, workforce, contributory, pension framework.

*Граматика:* modal verbs.

**Модуль 4**

**Тема 7. Волонтерство. Volunteering.**

*Лексика:* altruistic activity, to improve, quality of life, self – worth, to socialize, beach-cleanup, volunteers, micro-volunteering, skill-based volunteering, international workcamps.

*Граматика:* modal verbs.

**КАРТА САМОСТІЙНОЇ РОБОТИ СТУДЕНТА**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Змістовий модуль та теми курсу | Академічний контроль | Бали | | Термін  виконання (тижні) |
| **ЗМІСТОВИЙ МОДУЛЬ І.**  **Соціальна допомога та суспільна робота. Social care and community work**. | | | | |
| Тема 1. Визначення соціальної роботи. Definition of Social Work.  (4 год.) | Практичне заняття | 6 | | 1-2 |
| Тема 2. Значення соціальної роботи в суспільстві. The role of Social Work in Society.  ( 10 год.) | Практичне заняття  Індивідуальне завдання | 19 | | 3 - 5 |
| Тема 3. Роль соціальних педагогів. Role of Professionals Providing Social Support.  (4 год.) | Практичне заняття  Індивідуальне завдання | 19 | | 5 -6 |
| Тема 4. Соціальні служби Великобританії. Social Services in Great Britain.  (6 год.) | Практичне заняття | 9 | | 7 -8 |
| Тема 5. Соціальні служби США. Social Services in USA.  (4 год.) | Практичне заняття | 6 | | 9 - 10 |
| Тема 6. Соціальні служби Німеччини. Social Services in Germany.  (4 год.) | Практичне заняття  Самостійна робота | 11 | | 11-12 |
| Тема 7. Соціальні служби України. Social Services in Ukraine.  (8 год.) | Практичне заняття  Самостійна робота | 13 | | 12 -13 |
| Тема 8: Соціальний працівник: допомога підліткам. The Social Worker: Helping Teenagers Leaving Care.  ( 23 год.) | Практичне заняття  Індивідуальне завдання  Самостійна робота | 30 | | 14 - 15 |
| Тема 9: Жити незалежно. To Live Independent Lives.  (19 год.) | Практичне заняття  Індивідуальне завдання  Самостійна робота | 24 | | 15 |
| *Всього:90 год.* | *Всього: 137 балів* | | | |
| **ЗМІСТОВИЙ МОДУЛЬ ІІ.**  **Cоціальна політика. Social policy.** | | | | |
| Тема 10: Боротьба проти дескримінації та вигнання. Fighting discrimination and exclusion.  (13 год.) | Практичне заняття  Самостійна робота | | 11 | 16 - 17 |
| Тема 11: Сфера соціальної політики. The Scope of Social Policy.  ( 4 год.) | Практичне заняття | | 6 | 18 - 19 |
| Тема 12. Соціальна політика Великобританії. Social policy in Great Britain.  ( 12 год.) | Практичне заняття Самостійна робота | | 14 | 20 |
| Тема 13. Соціальна політика США. Social policy in USA.  ( 14 год.) | Практичне заняття  Самостійна робота | | 14 | 21 |
| Тема 14. Соціальна політика Німеччини. Social policy in Germany.  ( 10 год.) | Практичне заняття  Індивідуальне завдання | | 31 | 23 |
| Тема 15. Соціальна політика України. Social policy in Ukraine.  ( 10 год.) | Практичне заняття  Індивідуальне завдання | | 31 | 24 – 25 |
| Тема 16. Політика соціально забезпечених країн. Social Policy in the Welfare State.  ( 4 год.) | Практичне заняття  Самостійна робота | | 11 | 26 |
| Тема 17: Політика рівноправності чоловіків та жінок. Policy for equality between women and men.  ( 4 год.) | Практичне заняття | | 6 | 27 – 28 |
| Тема 18: Гендерна рівність при прийомі на роботу. Gender Equality in Employment.  (4 год.) | Практичне заняття | | 6 | 29 |
| Тема 19: Боротьба проти дескримінації та вигнання. Fighting discrimination and exclusion.  ( 13 год.) | Практичне заняття  Самостійна робота | | 11 | 30 |
| *Всього: 90 год.* | *Всього: 141 бал* | | | |
| **ЗМІСТОВИЙ МОДУЛЬ ІІI.**  **Люди з інвалідністю. Disabled people.** | | | | |
| Тема 20. Групи людей з інвалідністю. Groups of disabled people.  ( 25 год.) | Практичне заняття  Самостійна робота | | 20 | 31 - 35 |
| Тема 21. Права людей з інвалідністю. Rights of disabled people.  (25 год.) | Практичне заняття  Індивідуальне завдання | | 65 | 36 - 40 |
| Тема 22. Соціальна політика для людей з інвалідністю. Disability and social policy.  ( 25 год.) | Практичне заняття  Самостійна робота | | 20 | 41 - 45 |
| *Всього: 75 год.* | *Всього: 95 балів* | | | |
| **ЗМІСТОВИЙ МОДУЛЬ IV.**  **Соціальна політика людей з інвалідністю у світі. Social policy of disabled people in the world.** | | | | |
| Тема 23. Міжнародні організації людей з інвалідністю. World’s organizations for disabled people.  ( 8 год.) | Практичне заняття | | 12 | 46 - 49 |
| Тема 24: Соціальне страхування. Social insurance.  (31 год.) | Практичне заняття  Індивідуальне завдання  Самостійна робота | | 34 | 50 - 53 |
| Тема 25. Люди з інвалідністю у Великобританії. Disabled people in Great Britain.  ( 18 год.) | Практичне заняття  Індивідуальне завдання | | 29 | 54 - 57 |
| Тема 26. Люди з інвалідністю в Україні. Disabled people in Ukraine.  ( 16 год.) | Практичне заняття  Індивідуальне завдання | | 26 | 58 - 60 |
| *Всього: 75 год.* | *Всього: 102 бали* | | | |
| ***Разом: 330 год.*** | ***Разом: 475 балів*** | | | |

**5. МЕТОДИ НАВЧАННЯ**

**5.1. Методи організації та здійснення навчально-пізнавальної діяльності**

***1. За джерелом інформації:***

* *словесні:*лекція (традиційна, проблемна тощо) із застосуванням комп'ютерних інформаційних технологій (презентація PowerPoint), семінари, пояснення, розповідь, бесіда;
* *наочні:*спостереження, ілюстрація, демонстрація;
* *практичні:* вправи.

***2. За логікою передачі і сприйняття навчальної інформації:*** індуктивні, дедуктивні, аналітичні, синтетичні.

***3. За ступенем самостійності мислення:*** репродуктивні, пошукові, дослідницькі.

***4. За ступенем керування навчальною діяльністю:*** під керівництвом викладача; самостійна робота студентів із книгою; виконання індивідуальних навчальних проектів.

**5.2. Методи стимулювання інтересу до навчання і мотивації навчально-пізнавальної діяльності:**

***Методи стимулювання інтересу до навчання:*** навчальні дискусії; створення ситуації пізнавальної новизни; створення ситуацій зацікавленості (метод цікавих аналогій тощо); залучення у практичну соціальну роботу в якості волонтерів; організація позааудиторних зустрічей з фахівцями з соціальної роботи, що працюють з різними категоріями клієнтів.

**5.3. Інклюзивні методи навчання**

1. Методи формування свідомості: бесіда, диспут, лекція, приклад, пояснення, переконання, жартівливі відео що змінюють свідомість.

2. Метод організації діяльності та формування суспільної поведінки особистості: вправи, привчання, виховні ситуації, приклади.

3. Методи мотивації та стимулювання: вимога, громадська думка. Вважаємо, що неприпустимо застосовувати в інклюзивному вихованні методи емоційного стимулювання – змагання, заохочення, переконання.

4. Метод самовиховання: самопізнання, самооцінювання, саморегуляція.

5. Методи соціально-психологічної допомоги: психологічне консультування, аутотренінг, стимуляційні ігри.

6. Спеціальні методи: патронат, супровід, тренінг, медіація.

7. Спеціальні методи педагогічної корекції, які варто використовувати для цілеспрямованого виправлення поведінки або інших порушень, викликаних спільною причиною. До спеціальних методів корекційної роботи належать: суб'єктивно-прагматичний метод, метод заміщення, метод "вибуху", метод природних наслідків і трудовий метод.

**5.4. Інноваційні методи навчання**

1. Внутрішні (зовнішні) кола (inside / outside

circles);

2. Мозковий штурм (brain storm);

3. Читання зигзагом (jigsaw reading);

4. Обмін думками (think-pair-share);

5. Парні інтерв’ю (pair-interviews) ;

6. Дерево рішень.

# **6. СИСТЕМА ОЦІНЮВАННЯ НАВЧАЛЬНИХ ДОСЯГНЕНЬ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ**

Навчальна дисципліна оцінюється за модульно-рейтинговою системою. Вона складається з 3 модулів.

Результати навчальної діяльності студентів оцінюються за 100 бальною шкалою в кожному семестрі окремо.

За результатами поточного, модульного та семестрового контролів виставляється підсумкова оцінка за 100-бальною шкалою, національною шкалою та шкалою ECTS.

Модульний контроль: кількість балів, які необхідні для отримання відповідної оцінки за кожен змістовий модуль упродовж семестру.

Семестровий (підсумковий) контроль: виставлення семестрової оцінки студентам, які опрацювали теоретичні теми, практично засвоїли їх і мають позитивні результати, набрали необхідну кількість балів.

Загальні критерії оцінювання успішності студентів, які отримали за 4 -бальною шкалою оцінки «відмінно», «добре», «задовільно», «незадовільно», подано в таблиці нижче.

Кожний модуль включає бали за поточну роботу студента на практичних заняттях, виконання самостійної роботи, індивідуальну роботу, модульну контрольну роботу.

Виконання модульних контрольних робіт здійснюється з використанням роздрукованих завдань.

Есе, які виконує студент за визначеною тематикою, обговорюються та захищаються на практичних заняттях.

Модульний контроль знань студентів здійснюється після завершення вивчення навчального матеріалу модуля.

Засобами оцінювання та методами демонстрування результатів навчання є:

- іспит;

- стандартизовані тести;

- наскрізні проекти;

- командні проекти;

- есе;

- презентації результатів виконаних завдань та досліджень;

- студентські презентації та виступи на наукових заходах;

- інші види індивідуальних та групових завдань.

**6.1. Загальні критерії оцінювання навчальних досягнень студентів**

**Поточний контроль**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Критерії оцінювання** | **Кількість балів** | | **Оцінка за національною шкалою** | |
| **Аудіювання** | | | | |
| Студент не розпізнає на слух слова, мовленнєві зразки, побудовані на вивченому матеріалі. Не може дати відповідь на більше, ніж 60 % завдань, пов’язаних із прослуханим. | 0 - 59 | | “2” (незадовільно) | |
| Студент розпізнає на слух прості речення, фрази та мовленнєві зразки, що звучать у нормальному темпі. В основному розуміє зміст прослуханого тексту, в якому використаний знайомий мовний матеріал. | 60 - 73 | | “3” (задовільно) | |
| Студент розуміє основиний зміст поданих у нормальному темпі текстів, побудованих на вивченому мовному матеріалі, які містять невелику кількість незнайомих слів, про значення яких можна здогадатися, сприймає більшу частину необхідної інформації, надану в вигляді оціночних суджень, опису, аргументації. | 74 - 89 | | “4” (добре) | |
| Студент розуміє тривале мовлення, яке може містити певну кількість незнайомих слів, про значення яких можна здогадатися, а також основний зміст чітких повідомлень різного рівня складності. Вміє знаходити в інформаційних текстах з незнайомим матеріалом необхідну інформацію, надану у вигляді оціночних суджень, опису, аргументації. | 90 – 100 | | “5” (відмінно) | |
| **Читання** | | | | |
| Студент вміє розпізнавати та читати окремі вивчені слова, словосполучення, прості непоширені речення на основі матеріалу, що вивчався. Не може дати відповідь на більше, ніж 60% завдань, пов’язаних із прочитаним. | 0 - 59 | | “2” (незадовільно) | |
| Студент вміє читати вголос і про себе із розумінням основного змісту тексти, які можуть містити певну кількість незнайомих слів, про значення яких можна здогадатися. Уміє частково знаходити необхідну інформацію у вигляді оціночних суджень, опису за умови, що в текстах використовується знайомий мовний матеріал. | 60 - 73 | | “3” (задовільно) | |
| Студент вміє читати з повним розумінням тексти, використовуючи словник, знаходити потрібну інформацію, аналізувати її та робити відповідні висновки. | 74 - 89 | | “4” (добре) | |
| Студент вміє читати тексти, аналізує іх і робить власні висновки, розуміє логічні зв’язки в рамках тексту та між його окремими частинами, порівнює отриману інформацію з власним досвідом. В повному обсязі розуміє тему прочитаного тексту різного рівня складності. | 90 - 100 | | “5” (відмінно) | |
| **Говоріння** | | | | |
| Студент використовує в мовленні прості непоширені речення з опорою на зразок, має труднощі у вирішенні поставленого комунікативного завдання в ситуаціях на задану тему, допускає фонематичні помилки. | 0 - 59 | | “2” (незадовільно) | |
| Студент вміє а основному логічно побудувати невеличке монологічне висловлювання та діалогічну взаємодію, логічно розпочинати та підтримувати бесіду, при цьому використовуючи обмежений словниковий запас та елементарні граматичні структури. На запит спірозмовника дає елементарну оціночну інформацію, відображаючи власну точку зору. | 60 - 73 | | “3” (задовільно) | |
| Студент вміє логічно висловитися у межах вивчених тем відповідно до навчальної ситуації, а також у зв’язку зі змістом прочитаного, почутого або побаченого, висловлюючи власне ставлення до предмета мовлення; уміє підтримувати бесіду, вживаючи короткі репліки. Студент в основному уміє у відповідності з комунікативним завданням використовуючи лексичні одиниці і граматичні структури, не допускає фонематичних помилок. | 74 - 89 | | “4” (добре) | |
| Студент вміє вільно висловлюватись та вести бесіду в межах вивчених тем, гнучко та ефективно користуючись мовними та мовленнєвими засобами. | 90 - 100 | | “5” (відмінно) | |
| **Письмо** | | | | |
| **Критерії оцінювання** | **Грамотність** | | **Кількість балів** | **Оцінка за національною шкалою** |
| Припустима кількість орфографічних помилок | Припустима кількість лексичних, граматичних та стилістичних помилок |
| Студент вміє писати прості непоширені речення відповідно до комунікативної задачі проте зміст повідомлення недостатній за обсягом для розкриття теми та інформативно ненасичений. Студент допускає велику кількість орфографічних помилок. | Більше 6 | Більше 6 | 0 - 59 | “2” (незадовільно) |
| Студент вміє написати коротке повідомлення/ листа за зразком у відповідності до поставленого комунікативного завдання, при цьому вжито недостатню кількість з'єднувальних кліше та посередня різноманітність вжитих структур, моделей тощо. | 4 -5 | 5 - 6 | 60 - 73 | “3” (задовільно) |
| Студент вміє без використання опори написати повідомлення за вивченою темою, зробити нотатки, допускаючи ряд помилок при використанні лексичних одиниць. Допущені помилки не порушують сприйняття тексту у роботі вжито ідіоматичні звороти, з’єднувальні кліше, різноманітність структур, моделей тощо. | 2 - 3 | 1 - 4 | 74 - 89 | “4” (добре) |
| Студент вміє надати в письмовому вигляді інформацію у відповідності з комунікативним завданням, висловлюючи власне ставленя до проблеми, при цьому правильно використовуючи лексичні одиниці та граматичні структури. | 1- 2 |  | 90 - 100 | “5” (відмінно) |

**Підсумковий контроль. Іспит.**

|  |  |  |
| --- | --- | --- |
| **Критерії оцінювання** | **Кількість балів** | **Оцінка за національною шкалою** |
| **Аналіз тексту** | | |
| Студент володіє незначною частиною тематичного матеріалу, демонструє слабко сформовані навички читання, перекладу і вимови тексту іноземною мовою: говорить, читає і перекладає текст фрагментарно, має обмежений словниковий запас, а також слабко сформований рівень сприйняття і відтворення його значеннєвого змісту і значення. | 0 - 59 | “2” (незадовільно) |
| Студент демонструє знання основних правил читання, володіє тим матеріалом, що дає йому можливість прочитати і дослівно перекласти текст, але має труднощі у вимові, у побудові пропозиції і висловленні своєї думки іноземною мовою через невеликий словниковий запас і недостатні практичні навички. Його відповідь вимагає уточнень, виправлень і додаткових питань. Студент розуміє основний зміст тексту, але не завжди може відповісти на питання викладача чи підтримати діалог по заданому питанню. | 60 - 73 | “3” (задовільно) |
| Студент демонструє знання правил читання, володіє навичками читання і вимови, а також тим теоретичним матеріалом, що дає йому можливість прочитати і дослівно перевести і викласти текст, але допускає деякі помилки. Через достатній словниковий запас і відповідні практичні навички, труднощів у вимові, у побудові словесної понятійної основи тексту, у побудові пропозиції і висловленні своєї думки іноземною мовою не має. Студент розуміє основний зміст тексту, може відповісти на питання викладача чи підтримати діалог по заданому питанню. Незначні неточності під час читання тексту чи відповіді на питання студент виправляє самостійно. | 74 - 89 | “4” (добре) |
| Студент демонструє блискуче знання програмного матеріалу. На цьому рівні студент має міцні знання основних правил читання, вільно володіє матеріалом, навичками читання і вимови, а також має великий словниковий запас, що дає йому можливість прочитати, дослівно перевести і викласти текст, не допускаючи при цьому помилок. Через достатній словниковий запас і відповідні практичні уміння і навички, труднощів у вимові, у побудові словесної понятійної основи тексту, і висловленні своєї думки іноземною мовою не має. Такий студент має високий рівень знань іноземної мови, тому що розуміє основний зміст тексту, може безпомилково відповісти на питання чи підтримати діалог з викладачем. При цьому студент демонструє додаткові знання, вміє узагальнювати, систематизувати, аналізувати і вільно спілкуватися іноземною мовою. | 90 - 100 | “5” (відмінно) |
| **Говоріння** | | |
| Студент використовує в мовленні прості непоширені речення з опорою на зразок, має труднощі у вирішенні поставленого комунікативного завдання в ситуаціях на задану тему, допускає фонематичні помилки. | 0 - 59 | “2” (незадовільно) |
| Студент вміє в основному логічно побудувати невеличке монологічне висловлювання та діалогічну взаємодію, логічно розпочинати та підтримувати бесіду, при цьому використовувати обмежений словниковий запас та елементарні граматичні структури. На запит співрозмовника дає елементарну оціночну інформацію, відображаючи власну точку зору. | 60 - 73 | “3” (задовільно) |
| Студент вміє логічно висловитися у межах вивчених тем, а також зв’язку зі змістом прочитаного, почутого або побаченого, висловлюючи власне ставлення до предмета мовлення; уміє підтримувати бесіду, вживаючи короткі репліки. Студент в основному уміє у відповідності з комунікативним завданням використовувати лексичні одиниці і граматичні структури, не допускає фонематичних помилок. | 74 - 89 | “4” (добре) |
| Студент вміє вільно висловлюватись та вести бесіду в межах вивчених тем, гнучко та ефективно користуючись мовними та мовленнєвими засобами. | 90 - 100 | “5” (відмінно) |

**6.2. Загальна оцінка з дисципліни: шкала оцінювання національна та ECTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Сума балів за всі види навчальної діяльності** | **Оцінка ЄКТС** | **Оцінка за національною шкалою** | |
| **Для екзамену, курсового проекту (роботи), практики** | **Для заліку** |
| 90 – 100 | **А** | **відмінно** | **зараховано** |
| 82 – 89 | **В** | **добре** |
| 74 – 81 | **С** |
| 64 – 73 | **D** | **задовільно** |
| 60 – 63 | **E** |
| 35 – 59 | **FX** | **незадовільно з можливістю повторного складання** | **не зараховано з можливістю повторного складання** |
| 0 - 34 | **F** | **незадовільно з обов’язковим повторним вивченням дисципліни** | **не зараховано з обов’язковим повторним вивченням дисципліни** |

**6.3. ОРІЄНТОВНИЙ ПЕРЕЛІК ПИТАНЬ ДО ІСПИТУ**

1. Визначення соціальної роботи. Definition of Social Work.
2. Значення соціальної роботи в суспільстві. The role of Social Work in Society.
3. Роль соціальних педагогів. Role of Professionals Providing Social Support.
4. Соціальні служби Великобританії. Social Services in Great Britain.
5. Соціальні служби США. Social Services in USA.
6. Соціальні служби Німеччини. Social Services in Germany.
7. Соціальні служби України. Social Services in Ukraine.
8. Соціальний працівник: допомога підліткам. The Social Worker: Helping Teenagers Leaving Care.
9. Жити незалежно. To Live Independent Lives.
10. Визначення соціальної політики. What Is Social Policy?
11. Сфера соціальної політики. The Scope of Social Policy.
12. Соціальна політика Великобританії. Social policy in Great Britain.
13. Соціальна політика США. Social policy in USA.
14. Соціальна політика Німеччини. Social policy in Germany.
15. Соціальна політика України. Social policy in Ukraine.
16. Політика соціально забезпечених країн. Social Policy in the Welfare State.
17. Політика рівноправності чоловіків та жінок. Policy for equality between women and men.
18. Гендерна рівність при прийомі на роботу. Gender Equality in Employment.
19. Боротьба проти дескримінації та вигнання. Fighting discrimination and exclusion.
20. Групи людей з інвалідністю. Groups of disabled people.
21. Права людей з інвалідністю. Rights of disabled people.
22. Соціальна політика для людей з інвалідністю . Disability and social policy.
23. Міжнародні організації людей з інвалідністю. World’s organizations for disabled people.
24. Соціальне страхування. Social insurance.
25. Люди з інвалідністю у Великобританії. Disabled people in Great Britain.
26. Люди з інвалідністю в Україні. Disabled people in Ukraine.
27. Соціальна допомога дітям.
28. Конвенція про права дитини.
29. Соціальна допомога сиротам.
30. Соціальна допомога безпритульним.
31. Соціальна допомога людям з інвалідністю.
32. Соціальна допомога людям похилого віку.
33. Волонтерство. Volunteering.

**БІЛЕТИ ДО ЕКЗАМЕНУ**

|  |
| --- |
| Відкритий міжнародний університет розвитку людини «Україна»  КАФЕДРА / ЦИКЛОВА КОМІСІЯ\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Освітній ступінь / освітньо-кваліфікаційний рівень: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Усі спеціальності / спеціальність \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Семестр: осінній / весняний *(підкреслити)*  Навчальна дисципліна: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **ЕКЗАМЕНАЦІЙНИЙ БІЛЕТ № \_\_\_\_\_\_**   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Затверджено на засіданні кафедри /циклової комісії \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Протокол №\_\_ від «\_\_\_» \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20\_\_\_ року.  Завідувач кафедри / голова циклової комісії \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (підпис) (ПІБ)  Екзаменатор \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (підпис) (посада, ПІБ) |

# **7. МЕТОДИЧНЕ ЗАБЕЗПЕЧЕННЯ**

1. Навчальна програма з курсу.

2. Робоча програма з курсу.

3. Інструктивно-методичні матеріали з курсу.

4. Ілюстративні матеріали.

# 7.1. Глосарій

**(термінологічний словник)**

**Glossary of social work language**

*The following terms are commonly used within the field of social work.*

**A**

**Accountability** A recent but now central principle of professional and organisational life in which the decisions, actions, and performance of individuals and teams are considered ‘accountable’. Usually, a person’s job description describes who in the organisational hierarchy they are accountable to, but often accountability is assumed ultimately to rest with the most senior manager in an organisation or political hierarchy. Arguably, accountability has replaced the concept of professional responsibility, and tends to be used in a rather negative way when things go wrong, and somebody needs to be ‘held accountable’.

**Action research** This is usually held to be an orientation to inquiry rather than strictly a method. It emphasises the collaboration between all those involved in the research project (the researchers *and* those engaged in whatever phenomenon is being examined) so that participants engage in a cycle of action followed by critical reflection. Cooperative inquiry is a means, involving a group of people who share a common concern to develop understanding about a particular phenomenon, through which action research may be carried out.

**Activist** An individual who works to bring about social change.

**Adoption** Provides a legal means for another family to permanently take on the responsibility of caring for and raising a child.

**Advanced generalist practice** A more inclusive paradigm of social work practice, building upon the generalist approach, in which the practitioner uses a multi-system and multi-level approach, and exercises increased specification and integration of theory, research, and methods to assessment and intervention in practice situations.

**Advocacy** The act of intervening on behalf of an individual, group, or community to represent, defend, and support access to resources and/or services, and to address structural obstacles or barriers that restrict civil rights and principles of social justice; a distinction is often made between case advocacy (advocacy for individual rights), and class advocacy (advocacy for rights of a group or specific segment of the population).

**Advocate** A worker who seeks to empower a client or a citizens' group through securing a beneficial change in one or more institutional policies; in the school setting, a person who understands and is not intimidated by large complicated systems and can help a family or child face the educational bureaucracy or deal with other social systems.

**Advocate function:**

- client or case advocacy: steps involve gathering information and determining if the client is entitled to the benefits. Negotiation mediation are tactics used to secure the service;

- Class advocacy: aimed at removing obstacles or barriers that restrict a group of people from receiving their entitlements or benefits.

**Age of majority** Anyone under the age of majority is considered to be a “minor child.”

**Age of protection** Refers to the age of the identified “child” engaged in the child welfare process.

**Analytic deduction** This refers to the process of scientific inquiry which assumes that research considers examples of phenomenon which need to be explained (for example the outcomes of a particular intervention) and develops explanatory hypotheses which then need to be tested against other examples. To begin with a hypothesis will usually fail to fit all the cases studied and this will either lead to the hypothesis being refined until it does fit them, or to its being abandoned and a new formulation developed.

**Anti-discriminatory practice / Anti-oppressive practice** Important central principles of modern social work which stress the need to engage with service users on the basis of their position in personal and political power dynamics that may disadvantage, marginalise or oppress them. The dynamics of class, race and racism, disability, and sexual identity in relation to mainstream attitudes and behaviours in society are all relevant to ADP or AOP. Therapeutic or relationship-based work and anti-discriminatory practice should be seen as complementary, but sometimes these perspectives of social work have come into tension.

**Approved social worker** Under the terms of the Mental Health Act 1983 the judgement of an Approved Social Worker (ASW) is required before an individual can be compulsorily admitted to hospital for treatment. An extended and specialised form of post-qualifying training is required before social workers can fulfil this role.

**Assessment** The differential, individualized, and accurate identification and evaluation of problems, people, and situations and of their interrelations, to serve as a sound basis for differential helping intervention: knowing, understanding, evaluating, individualizing, or figuring out.

**Asset** The tool developed by the Youth Justice Board which is used by all Youth Offending Teams to assess the risk of further offending by young people.

**Attachment** An emotional tie developed between a child and a preferred adult (usually a parent who has the main care-giving responsibility) which endures over time, whether or not the caregiver is present. It is distinguished from attachment *behaviour*, which is the outward manifestation of this tie, i.e. ‘seeking and maintaining proximity to another individual’.

**Authenticity** The ability to behave in ways which are true to oneself and one’s professional identity.

**Autonomy** The capacity of [individual](http://en.wikipedia.org/wiki/Individual)s to make informed decisions concerning their lives.

**B**

**Barter** When a client pays for a service by providing goods and/or services to a member instead of paying them money.

**Behaviour modification** Based on behavioural psychology, it is the view that all behaviour is learned and is controlled by stimuli and consequences.

**Beneficence** A primary ethical concern of social research. It refers to both doing no harm to people you are studying and at the same time promoting a common good for individuals in the research community because of your study. Its origin in present day social research in America can be traced back to the Belmont Report of 1978.

**Best practice** A technique or method that has been shown through experience and research to reliably lead to a desirable result. The term implies that this technique or method is more efficient and/or effective at delivering a desired outcome than any other technique or method.

**Body of knowledge** Each of the phrases “Body of professional social work knowledge” and “body of professional social service work knowledge” relates to both theoretical and practical understanding. A body of knowledge can be attained through education, clinical experience, consultation and supervision, professional development and a review of relevant research and literature. Professional social work knowledge and professional social service work knowledge draw upon the knowledge base of other professions including sociology, psychology, anthropology, medicine, law and economics as well as their own respective distinct bodies of knowledge.

**Broker** A social work role that links individuals and groups who need help with community services.

**Broker function:**

- assessment;

- resource assessment;

- referral;

- service system linkage;

- information giving.

**C**

**Care management** A form of practice, popularised in community care policy, where the range of services that are provided to an individual are managed by an individual, the ‘care manager’. Many care managers are qualified social workers, although there is debate about the extent to which care management is a continuation of social work.

**Career’s assessment** A social work assessment of the carer’s own needs, the impact of being a career, their ability to continue to care and what services and interventions can deliver agreed outcomes.

**Caseload/Workload** All individuals (usually counted as children or family units) for whom a social worker is responsible, as expressed in a ratio of clients to staff members.

**Case management** A process by which resources and services are assessed and coordinated at both the client and systems levels, involving assessment for health and social services, coordination and planning, monitoring of service delivery, and advocacy for client rights and entitlements.

**Case manager consultant** The social worker’s role as case manager is of critical importance for clients who must utilize services provided by several agencies.

**Case manager function:**

- client identification and orientation;

- client assessment;

- service/treatment planning;

- linkage and service coordination;

- follow-up and monitoring service delivery;

- client support.

**Case study** A case study usually consists of a single individual, family or group, or particular events or a specific organisation considered over a given period of time. It can be defined as a phenomenon which can be described and analysed, in order to illustrate experiences and develop principles for policy and/or practice.

**Child abuse** Harmful acts or behaviours to which children and/or young people, other than accidentally, are subjected by someone inside or outside the home (i.e. intrafamilial or extrafamilial abuse). The four categories of child abuse (maltreatment) currently used in the UK are: physical abuse, emotional abuse, sexual abuse and neglect, including non-organic failure to thrive. In Canada this includes five categories: physical abuse, sexual abuse, emotional maltreatment, and exposure to domestic violence.

**Child neglect** Refers to situations in which a child’s caregiver fails to provide or is unable to provide adequate clothing, food or shelter, deliberately or otherwise. The term “neglect” can also apply to the abandonment of a child or the omission of basic care such as medical or dental care.

**Child protection register** (previously known as child abuse/‘at risk’ registers). A system of identifying in each local authority those children who were officially recorded as requiring protection from child maltreatment and for whom services are provided. In the UK, these registers have been in existence for over 30 years and provided an annual measure of the incidence of child abuse, but are now being replaced by a new electronic record, the Integrated Child System, on which one or more categories of physical or emotional abuse or neglect may be recorded.

**Child protection worker** Refers to a worker who is mandated under government policy or legislation to provide service to families where a child has been identified either at risk of maltreatment or as being maltreated.

**Child welfare** The part of human services and social welfare programs and ideologies oriented toward the protection, care and healthy development of children.

**Children’s rights** (in Canada) A child belonging to a minority or who is Indigenous has the right to enjoy his or her own culture, to profess and practise his or her own religion and to use his or her own language. Every child has the right to education, that shall be directed to the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin. Children also have a right to a life free of discrimination.

**CIS – The Canadian Incidence Study of Reported Child Abuse and Neglect** A national initiative to collect data on children who come to the attention of a child welfare authority due to alleged or suspected abuse and/or neglect. The CIS examines the incidence of reported child maltreatment and the characteristics of the children and families investigated by child welfare authorities in the year the study is conducted. The first reported child abuse and neglect incidence study conducted in Canada was the 1993 Ontario Incidence Study. The first national cycle of the CIS was completed in 1998 and subsequent studies were conducted in 2003 and 2008.

**Client** "Client" refers to any person or body that is the recipient of, or has contracted to receive, social work or social service work services from the member, including an individual, couple, group, family, organization, government agency or community that receives (or contracts to receive) direct or indirect social work or social service work services, (as described in the scopes of practice). In social work or social service work research, the client may include a participant in that research. In social work or social service work education, the client may include a student or supervisee. Clients of members employed by an organization are considered clients of both the member and the organization.

**Client's right to self-determination** Clients have the right to hold and express their own opinions and to act on them, as long as doing so does not infringe on the rights of others.

**Clinical Social Work** A specialized form of direct social work practice requiring at least two years of post-graduate supervision, in which the goal of improving the bio-psycho-social functioning of clients is achieved using a person-in-environment perspective, through application of practice models and techniques informed by the practitioners’ broad knowledge base (i.e., a comprehensive understanding of multiple theories and interventions, professional values and ethics, and clinical methods).

**Code of ethics** A formal set of guidelines designed to set out ways in which researchers should behave in conducting the research, in accordance with ethically acceptable practice.

**Cognitive-behavioural approach** A way of understanding and working with problems derived from cognitive and behavioural theories.

**Cognitive psychology** An approach which emphasises internal, mental processes such as thinking, mental representations, language, reasoning etc.

**Collaboration** This term refers to two activities – the process of working together to establish a *partnership* and the process of working together to achieve the desired outcomes of a *partnership*. The development of collaborative working will necessarily entail close *inter-professional* working.

**Common Assessment Framework** An assessment tool developed by the Department for Education and Skills in 2004 for use by all agencies with responsibilities for children, with the aim of recording concerns at an early stage and having children with ‘additional needs’ for support referred to the appropriate specialist or targeted service.

**Community** A number of people who have something in common with one another that connects them in some way and that distinguishes them from others.

**Community care** This has two meanings: a) used generally, it refers to a policy whereby preference is given to the maintenance of people in the community rather than in institutional care; b) used more specifically, it refers to the range of policies brought about in England, Wales and Scotland following the passage of the National Health Service and Community Care Act 1990.

**Community development** An orientation to social work that focuses on the development of the ability of communities to respond to the problems that they encounter. In the history of social work it is usually contrasted with individually-oriented practice.

**Community organization** an intervention process used by social workers and other professionals to help individuals, groups, and collectives of people with common interests or from the same geographic areas to deal with social problems and to enhance social well-being through planned collective action.

**Community practice** The process of stimulating and assisting the local community to evaluate, plan, and coordinate its efforts to provide for the community's health, welfare, and recreation needs.

8 modes of Community Practice are:

1) social planning;

2) community planning;

3) locality development;

4) community action;

5) social action;

6) macro-practice;

7) community organization;

8) community development.

When considering Community Practice, here are 5 points:

1) the most basic skill necessary is the ability to work well with people;

2) it primarily involves working with individuals and groups;

3) every practicing social worker occasionally gets involved in community projects;

4) seeing a community project developed, approved, and implemented is gratifying;

5) community practice efforts are often fun.

**Community Safety Partnerships (CSPs)** *see* **Crime and Disorder Reduction Partnerships**

**Competence** 1. For social workers and social service workers it means: The ability to fulfil the requirements of professional practice. Competence includes possession of all relevant educational and experiential requirements, and the ability to carry out professional duties and achieve goals while adhering to the values and code of ethics of the professions. 2. Competence for social workers and social service workers also includes, but is not limited to, having the capacity to understand and act reasonably.

**Concentration** Curriculum consisting of advanced courses and practicum, designed to provide the social work student with more in- depth knowledge and skills in specific areas of professional concern.

**Concrete support** Having someone help in tangible ways, loaning you something.

**Confidentiality** An ethical standard that guides social work. Confidentiality refers to the protection of clients’ private information unless the client has given valid, informed consent for disclosure of said information. The expectation that information will be kept confidential does not apply when professional disclosure is necessary to prevent foreseeable, immediate, and serious harm to the client or to another identifiable individual.

8 circumstances when confidentiality can be broken:

1) when a client (usually in writing) authorizes the professional to release information;

2) when a professional is called to testify in a criminal case;

3) when a client files a lawsuit against a professional;

4) when a client threatens suicide;

5) when a client threatens to harm himself or someone else;

6) when a minor is involved in a crime;

7) when there is evidence of child abuse or neglect;

8) when a client's emotional or physical condition makes his employment a clear danger to himself or others (like an airline pilot).

**Conflict induction** Issues and value discrepancies are introduced to force members of the group into active confrontation, debate, and new coalition building.

**Conflict of interest** Is defined as a situation in which a member has a personal, financial or other professional interest or obligation which gives rise to a reasonable apprehension that the interest or obligation may influence the member in the exercise of his or her professional responsibilities. Actual influence is not required in order for a conflict of interest situation to exist. It is sufficient if there is a reasonable apprehension that there may be such influence. One of the hallmarks of a conflict of interest situation is that a reasonable person, informed of all of the circumstances, would have a reasonable apprehension (in the sense of reasonable expectation or concern) that the interest might influence the member. The influence need not be actual but may simply be perceived. However, a mere possibility or suspicion of influence is not sufficient to give rise to a conflict of interest. The interest must be significant enough to give rise to a "reasonable apprehension" that the personal, financial or other professional interest may influence the member in the performance of his or her professional responsibilities.

**Consultation** An interpersonal relationship between an individual or agency possessing a special expertise.

**Consumer research** *see* **Service user or consumer research Cooperative inquiry** *see* **Action research**

**Core foundation courses** Accredited courses providing essential knowledge and skills needed for beginning and advanced study in the social work field, minimally including: values and ethics, diversity, populations-at-risk and social and economic justice, human behaviour and the social environment, social welfare policy and services, social work practice, research, and field education.

**Core Social Work values** The framework for the social work profession, consisting of: a commitment to service, social justice, dignity and worth of the person, self- determination, importance of human relationships, integrity, and competence.

**Counselling services** Counselling services are defined as services provided within the context of a professional relationship with the goal of assisting clients in addressing issues in their lives by such activities as helping clients to find solutions and make choices through exploration of options, identification of strengths and needs, locating information and providing resources, and promoting a variety of coping strategies, but do not include psychotherapy services.

**Counsellor** One who provides guidance to clients and assists them in a planned-change or problem-solving process.

**Counter transference** The feelings and reactions stirred up in someone about their own past experiences by the feelings directed on to them by another person (*see* **Transference**).

**Crime and Disorder Reduction Partnerships (CDRPs)** or Community Safety Partnerships (CSPs) in Wales are statutory partnerships which ensure that key agencies come together to work in partnership in a CDRP/CSP, and carry out an audit of local crime, disorder and misuse of drugs every three years. Using the information arising from this audit and based on consultation with local communities they then formulate a strategy for combating crime, disorder and the misuse of drugs in the local area.

**Crisis** Any transitory situation in which a person’s usual coping mechanisms are no longer adequate to deal with the experiences involved; an ‘upset in a steady state’.

**Crisis theory** Derives from the view that the experience of crisis challenges a person’s normal equilibrium (sometimes described as ‘homeostasis’ or a ‘steady state’) and that this very challenge generates energy which can provide the opportunity for developing more successful ways of dealing with experiences than before.

**Critical thinking** Assessing, analysing, appraising, and evaluating a situation, issue, or idea, by challenging underlying assumptions, considering multiple perspectives, and applying reason, judgment, and knowledge, to make an informed decision about it; process requires objectivity, intelligent scepticism, open-mindedness, persistence, and decisiveness.

**Cultural competence** One of social work’s core ethical responsibilities to clients. It refers to a social worker’s responsibilities in understanding the relationship between culture and personal identity, recognizing the uniqueness and strengths within varying cultures, and experiencing and studying cultural and ethnic diversity.

**Custom care placement** Refers to an out-of-home placement option on the continuum for Aboriginal children. Customary care is an Aboriginal child welfare service that incorporates tradition and customs of each First Nation. The model is premised on the view that each child is the collective responsibility of the community and is defined by each First Nation community and involves extended family, neighbours, and community members, whose ultimate goal is the safety of the child.

**D**

**DSW** Doctor of Social Work.

**Data** These are the raw material, i.e. the information, which has been collected and which can be stored and analysed using one or more techniques, in order to produce research findings or outputs.

**Defence mechanism** A term used in psychodynamic theory to denote the psychological process whereby individuals maintain a sense of their own self-worth and protect themselves from painful feelings.

Defence mechanisms include denial, projection, idealisation, displacement, splitting and passive- aggressive behaviours.

**Dementia** The progressive decline in [cognitive function](http://en.wikipedia.org/wiki/Cognition) due to damage or [disease](http://en.wikipedia.org/wiki/Disease) in the [brain](http://en.wikipedia.org/wiki/Brain) beyond what might be expected from normal [ageing.](http://en.wikipedia.org/wiki/Ageing) Although not exclusively so, it is a disease closely linked to ageing.

**Developmental milestones** Significant behaviours which are used to mark, and which signal, the progress of development, e.g. walking is a milestone in locomotor development.

**Developmental psychology** The field of psychology which is concerned with the lifelong process of change, i.e. any qualitative or quantitative change which involves alterations in structure and function.

**Diagnosis** A social work diagnosis defines that series of judgments made by a social worker based on social work knowledge and skills in regard to individuals, couples, families and groups. These judgements: a) serve as the basis of actions to be taken or not taken in a case for which the social worker has assumed professional responsibility and b) are based on the Social Work Code of Ethics and Standards of Practice. Such judgments and the procedures and actions leading from them are matters for which the social worker expects to be accountable.

**Direct payments** The essential basis of direct payments is that money is given directly to service users, enabling them to organise their own care services rather than those services being mediated by a local authority.

**Direct practice** A domain of social work, in which practitioners interact personally with clients, typically face-to face using a range of professional skills and methods, to help them achieve their desired goals.

**Direct work** A way of working with children that involves face-to-face sessions and uses play-based activities and exercises to help a child explore and understand her/his circumstances.

**Disbursements** Money paid out by or on behalf of a client for charges or expenses (other than the member's professional fees) relating to professional services provided by a member to the client. Disbursements may include, but are not limited to, charges for facsimile transmissions, photocopies, long distance telephone calls, etc.

**Diversity** Respecting and safeguarding the individuality of all people resulting from differences in factors such as race, ethnicity, sexual orientation, socio-economic level, age, gender, disability, among others.

**Documentation by exception** Recording only those behaviours which do not occur routinely. The member records situations or behaviours that are out of keeping with the client’s usual behaviour or circumstance.

**Drug Action Teams/Drug and Alcohol Action Teams** Drug action teams **(DATs)** or Drug and Alcohol Action Teams **(DAATs)** are the multi-agency partnerships working to implement the National Drug Strategy at a local level, taking strategic decisions on expenditure and service delivery within the four aims of the National Drugs Strategy: treatment, young people, communities and supply. The DATs/DAATs ensure that the work of local agencies is brought together effectively and that cross-

agency projects are co-ordinated successfully.

**Dual relationship** Dual relationship is defined as a situation in which a College member, in addition to his/her professional relationship, has one or more other relationships with the client, regardless of whether this occurs prior to, during, or following the provision of professional services. A dual relationship does not necessarily constitute a conflict of interest; however, where dual relationships exist, there is a strong potential for conflict of interest and there may be an actual or perceived conflict of interest. Relationships beyond the professional one include, but are not limited to, those in which the College member receives a service from the client, the College member has a personal, familial or business relationship with the client, or the College member provides therapy to students, employees or supervisees.

**Dysfunction** A disorder or condition, either physical or intellectual, which could impair or call into question the ability of a social worker or social service worker to provide objective professional assessments and interventions in the course of their practice.

**E**

**Early intervention** A principle now widely informing service delivery in health and social care that emphasises the importance of intervening positively at an early point in the development of social, psychological, interpersonal or social difficulties. Early intervention services in adult mental health have been a particular focus of recent policy development. Early intervention has to some extent replaced the concept of ‘prevention’.

**Ecological perspective** New ways of thinking about and describing the function of the individual, the family, and the organization and the interaction between the various groups in society

**Ecomap** A tool used with children to help them identify and understand their network of relationships.

**Education group** The focus of such groups is for members to acquire knowledge and learn more complex skills.

**Educator** One who gives information and teaches skills to others.

**Efficacy** The capacity to help the client achieve, in a reasonable time period, the goals of a given intervention.

**Emotional support** Having someone listen to your feelings, comfort you, or offer encouragement.

**Empathy** The ability to understand how someone else is feeling; to be able ‘to stand in someone else’s shoes’.

**Empowerment** An increase in perceived self-efficacy, resulting from a belief in the ability to positively influence ones’ environment and improve personal circumstances.

**Empowerment-oriented practice** A paradigm of social work practice that addresses power inequities on organizational, political, and personal levels by emphasizing client strengths, increasing self-efficacy, encouraging advocacy, safeguarding self- determinism and delivering education in the form of a collaborative and egalitarian helping relationship.

**Empowerer** A worker who helps individuals, families, groups, organizations, and communities increase their personal, interpersonal, socioeconomic, and political strength and influence through improving their circumstances.

**Enabler** Social worker's orientation toward enhancing the client's ability to solve problems and achieve goals by providing information and access to resources, strengthening coping skills, and changing socio environmental conditions that impede the clients process.

**Enabling authority** Under community care policy, local authorities were expected to move away from their position of near-monopolistic service provision to act as enabling authorities, increasingly stimulating the independent sector to provide the services. It is argued that this step helps to ensure that services are most responsive to the needs of people and are provided in a more competitive and hence cost-effective manner.

**Engagement** The initial period when practitioners orient themselves to the problem at hand and begin to establish communication and a relationship with others also addressing the problem.

**EP** Educational Policy.

**EPAS** Educational Policy and Accreditation Standards.

**Essentialism** A way of thinking that reduces complex social and psychological factors to a hidden ‘essence’ that is held to explain the way people are. Essentialist positions tend to be used conservatively, in order to assert that a characteristic of a person or group is beyond change because it resides in their essence. Progressive social theory, and social work theory, is always ‘anti-essentialist’.

**Ethical Practice Dilemmas** Situations in social work practice requiring that decisions be made under circumstances where core values of the profession are in conflict.

**Evaluation** A process of determining whether a given change effort was worthwhile.

**Evidence** Refers to information tending to establish facts. For College members, evidence can include, but is not limited to: direct observation; information collected in clinical sessions; collateral information; information from documents and information gathered from the use of clinical tools (e.g. diagnostic assessment measures, rating scales).

**Evidence-based/evidence-informed policy and practice** The development and implementation of policy and practice based on the best evidence available, including that from research and other sources such as the views of service users, professionals and other stakeholders.

**Exchange model** A way of working with service users that recognises and respects the different expertise professionals and service users can contribute to a problem.

**Exposure to Violence** Refers to children who live/have lived in an environment of domestic violence, whether the child actually witnesses the violence or not (i.e., hearing, observing, or intervening in the violence or its aftermath).

**Extended family** Refers to persons who have a significant and/or meaningful relationship with a child or adult but are not related by blood or marriage and are typically from the same community. Family or extended family in Aboriginal cultures includes relations and community members involved in raising a child and the people with whom the child was raised. It is a connection to the elders and ancestors.

**F**

**Facilitation** The stimulation and mediation of linkages between client systems.

**Facilitator** One who guides a group experience

**Failure to meet developmental milestones** Children who are not meeting their development milestones for a non-organic reason.

**Family-centred practice**

A way of working with families, both formally and informally, across service systems to enhance the capacity of families to care for and protect their children. Family-centred practice recognizes the strengths of family relationships and builds on these strengths to achieve optimal outcomes for children and families. Family-centred services exist to employ the family-centred practice approach and meet a variety of family needs.

**Family systems approaches** Approaches to working with troubled families, derived from systems theory, which see the family as an interactive system, and which focus predominantly on working with the interactions between family members.

**Fetal Alcohol Spectrum Disorder (FASD)** Is a medical diagnosis for a specific pattern of birth defects caused by prenatal exposure to alcohol. Fetal Alcohol Syndrome and Fetal Alcohol Effect are terms that are in common usage. Fetal Alcohol Syndrome (FAS) includes particular sets of facial features, growth deficiency and central nervous system deficits. Fetal Alcohol Effect (FAE) is similar but without the physical features

**Fields of practice**: knowledge and skills needed Advocate:

- legislative and policy analysis and development;

- supervision, management and administrative skills;

- direct intervention;

- understand the range of issues.

**Fitness to Practise Committee** A statutory committee of the College, the mandate of which is to hold hearings which are generally closed to the public and to determine allegations of incapacity referred to it by the Complaints Committee, the Executive Committee or Council, in accordance with the legislation; to hold hearings to determine applications for reinstatement or to vary terms, conditions or limitations imposed as a result of a Fitness to Practise hearing.

**FNCIS – The First Nations Component of the Canadian Incidence Study of Reported Child Abuse and Neglect** A study of child welfare investigations involving First Nations children which is embedded within a larger, cyclical national study of the reported incidence of child maltreatment: the Canadian Incidence Study of Reported Child Abuse and Neglect (CIS). The FNCIS is a collaborative effort, by CIS research team members and First Nations child welfare organizations to support participation of First Nations and urban Aboriginal agencies in the CIS, analyze CIS data on investigations involving First Nations children, ensure appropriate contextualization of research findings, disseminate research results, and increase the capacity for First Nations child welfare research.

**Formal kinship care** Living arrangements where children in care (by court order or agreement) are placed with relatives approved as caregivers.

**Formal notice** A written statement concerning a fact that is communicated to the affected person, giving that person an awareness of the fact.

**Foster care** Is one option for providing homes for children (ranging from infants to 18 year olds) who cannot live safely with their own parents or caregivers. Children can be placed in foster care by a child welfare organization such as CAS, voluntarily by their parents or caregivers or by court order. A child is placed in the foster care system when there is a family situation where the child is at risk, a parent is ill or not available or able to make other arrangements for the child's care, or the child has been neglected, abused or abandoned. The length of time a child spends in foster care varies.

**Foster parent** The individual or couple who care for the child while in foster care. They can be a part of the child’s extended family, community, or a stranger. Foster parents provide a stable and caring home that encourages a child's growth and development while the child is in the foster care system.

**Framework for the Assessment of Children in Need and their Families** The standard tool, established by the Department of Health in 2000, for identifying need and informing decisions about services and support.

**Functional approach**

in casework, the theory and approach that emphasizes human growth. Primary emphasis is on the agency, not the worker.

**G**

**Generalist** Incorporate the needs of individuals, organizations and communities.

**Generalist approach** The foundation of all aspects of social work is built on.

**Generalist practice** The application of an eclectic knowledge base, professional values, and a wide range of skills to target any size system for change within the context of FOUR primary processes.

**Generalist purpose** To ensure that social workers will approach every client and situation in a manner open to the use of various model, theories and techniques and will consider several levels of intervention, from micro to macro.

**Generalist Social Work practice** defined, as by the SWE in its EPAS:

1) are grounded in the liberal arts and the person-in-environment construct; to promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities;

2) the generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice;

3) incorporate diversity in their practice and advocate for human rights and social justice;

4) they recognize, support, and build on the strengths and resiliency of all human beings;

5) they engage in research informed practice and are proactive in responding to the impact of context on professional practice.

**Generalist types of function**:

- consulting with client system regarding the resolution of problems;

- managing the resources of client systems and the social environment;

- offering information to the clients and systems in their environment.

**Genericism** The principle that there is a common foundation to all social work practice; from this principle can develop a preference for social workers to respond to all types of social difficulty. In Britain, the peak period for generic social work was the 1970s.

**Genogram** A diagram used to depict family relationships extended over three generations. The diagram uses circles to represent women and squares for men, with horizontal lines indicating marriages. Vertical lines are drawn from the marriage lines to other circles and squares to depict the children. The diagram may contain other symbols or written explanations to indicate critical events, such as death, divorce, and remarriage, and to reveal recurrent patterns of behaviour.

**Governance** This may be seen as the system of principles and practices to guarantee purposeful and cooperative working among diverse organisations all of whom are pursuing a common aim or agenda. On this model, governance may be the means by which an inter-organisational and multi-professional system

releases all the creativity and potential it contains. An alternative understanding argues that governance is used by traditional government organisations to control policy and practice in the new, more complex and devolved systems of cooperation that now deliver social work and other public services.

**Grass-roots organizing** Strategy of helping the members of a neighbourhood or geographic region at the local level to develop stronger relationships, common goals, and an organization that will help them achieve those goals.

**Group facilitator** A worker who serves as a leader for group activity.

**Group home placement** An out-of-home placement required in a structured group living setting.

**Growth groups** Groups aimed at expanding self-awareness, increasing potential, and maximizing health and well-being.

**H**

**Harm reduction** Harm reduction approaches prioritise reducing the negative effects of drug use over eliminating drug use or helping people stop their drug use. A focus on reducing harm rather than drug use

– although harm reduction approaches retain the ultimate goal of helping people become drug free (because no drug use usually means no drug-related harm) – responses are based on the idea that where this is not practicable, the priority is to reduce risks to the individual and society.

**I**

**Implementation** The process whereby client and worker follow their plan to achieve their goals.

**Inappropriate sexual behaviour** Refers to a child who displays inappropriate sexual behaviour, including age-inappropriate play with toys, self or others; displaying explicit sexual acts; age in appropriate sexually explicit drawing and/or descriptions; sophisticated or unusual sexual knowledge; prostitution or seductive behaviour.

**Independent living (disabled children and adults)** Reflects the principle that disabled people have control and choice over their own lives and are able to enjoy the same civil rights as non-disabled people.

**Individualization** Viewing and treating each person as unique and worthwhile.

**Individual model of disability** A model which stems from the view that the difficulties disabled people face are a direct consequence of their impairment. The solution to this lies in medical and social welfare services helping people to ‘fit into’ society.

**Informal care** Care that is personally directed and is given free of charge by virtue of a relationship based on love, attachment, family obligation, duty or friendship.

**Informal family carer** People who provide care, support or supervision, on an unpaid basis, to relatives or friends who need help because of age, physical or learning disability or illness, including mental illness or substance misuse.

**Informal kinship care** Refers to arrangements made by the parents and other family members without any involvement from either the child welfare system or the juvenile court system. In this type of arrangement, the legal custody of the children remains with the parents, and the parents can legally take back the children at any time.

**Informational support** Having someone teach you something, give you information or advice, or help you make a major decision.

**In-home services** include:

1) financial aid;

2) protective services;

3) family preservation services;

4) homemaker services;

5) day-care;

6) family therapy;

7) family life education.

**Initiator** A worker who calls attention to a problem or to a potential problem.

**Interim care** Interim care is the period of care between leaving hospital and an individual taking up a more permanent option. This can either be due to the need for some rehabilitative work, or because an individual’s preferred assessed option is not yet available.

**Inter-professional** Describes the working together of two or more professionals, for example the inter-professional activity between a social worker, district nurse and community psychiatric nurse, implying that there is some level of *collaboration* between them.

**Intervention** 1. Coming between groups of people, events, planning activities, or an individual’s internal conflicts. 2. In social work, the term is analogous to the physician’s term “treatment”. Many social workers prefer using “intervention” because it includes “treatment” and also encompasses the other activities social work members use to solve or prevent problems or achieve goals for social betterment. These could include psychotherapy, advocacy, mediation, social planning, community organization, finding and developing resources.

**J**

**Justice approaches** In contrast to **welfare approaches**, justice approaches have included the view that young people should be subject to formal judicial processes, where their rights before the law can be maintained, but can also lead to punishment based outcomes.

**L**

**Learning disability/difficulty** People with an intellectual impairment (formerly called mental handicap, which is now seen as a derogatory label).

**Learning theory** A theory of development which emphasises the role of learning, including modelling and conditioned responses to stimuli, in development.

**Level of identification and substantiation** There are four key steps in the case identification process: detection, reporting, investigation, and substantiation.

**Literature review** is a compilation which summarises the existing literature (such as research studies, government documents etc.) in order to give a kind of ‘state of the art’ view of a particular topic, i.e. it provides an assessment of what is known about the issue through a description and analysis of the existing literature on it.

**Local Safeguarding Children Boards** Boards which local authority children’s services are required by statute to establish, with responsibility for coordinating the work of key agencies in relation to child protection.

**Locality Development Model** A model of community organization that asserts that community change can best be brought about through broad-based participation by a wide spectrum of people at the local community level (community development).

**Looked-after children** Children who cannot for a variety of reasons remain safely at home and are placed, either on a voluntary (‘accommodated’) or statutory basis, in the care of their local authority. Children may variously be described as being placed ‘in care’ or in ‘out-of-home’ care.

**M**

**Macro practice** Intervention involving organizations and communities.

**Maltreatment investigation** Investigations of situations where there are concerns that a child may have already been abused or neglected.

**Managed care** A set of strategies to contain costs in the provision of health care.

**Management by objectives** With client's involvement has 4 steps:

1) identify and specify what the goals will be with the client;

2) have the client and social worker write in detail what each will do to accomplish the goals with deadlines;

3) at termination, assess the extent to which the goals were achieved;

4) if the goals were not achieved, reconsider why.

**Managerialism** Refers to an ideology – prevalent within the New Public Management – that more effective and powerful forms of management will resolve a wide range of social and economic problems.

**Marketization** The process via which public services are increasingly delivered in the context of competitive market conditions, or ‘quasi-markets’. The relationship between commissioning and providing reflects the structure of such markets, and the requirement to tender competitively for the delivery of services shows how no organisation is completely secure about its position within the local economy of welfare – a service provided today, may be lost tomorrow in a competitive tender as a result of failure to achieve.

**Mediation** Intervention in disputes between parties to help them reconcile differences, find compromises, or reach mutually satisfactory agreements.

**Mediator** A worker who provides intervention in disputes between parties to help them find compromises, reconcile differences, or reach mutually satisfactory agreements.

**Mezzo practice** It involves work with small groups.

**Micro practice** Intervention involving an individual client: counselling, educating, brokering, case management.

**Mixed economy of welfare** Under community care policy, a mixed economy of welfare is presumed to feature a combination of public services, private services and services provided by not-for-profit agencies. The variety of types of welfare provision is what makes it a ‘mixed economy’.

**Mobilizer** Social workers as an agent of change participates and identification of community problems and/or areas where the quality of life can be enhanced, and to mobilize interest groups to advocate for change or new resources.

**Modernism** Understanding of society as being characterised by belief in a single objective and scientific truth, informed by large-scale theoretical frameworks.

**MSW** Master of Social Work.

**Multi-agency** This term describes the involvement of two or more agencies in work that bears on the welfare of service users. As the term implies, *multi-agency* working focuses on the work of the organisations rather than on the practice of individual workers.

**Multi-disciplinary** A term used when representatives of different disciplines and agencies are brought together, for example in community mental health or learning disability teams. A *multi-disciplinary* approach should foster *inter-professional* working, but cannot guarantee it. Multi- disciplinary working can be seen, for example, when representatives of various agencies work together – social services, health, housing, the independent sector, etc.

**N**

**Negotiator** A worker who brings together those who are in conflict over one or more issues and seeks to achieve bargaining and compromise to arrive at mutually acceptable agreements.

**Networking** An approach to intervention, derived from systems thinking which sees the total system (service users, carers, professionals and community) potentially as the case system to be worked with.

**Neurosis** Mental health difficulties characterised by psychological conflict, anxiety, panic or obsessional behaviour but normally within a more intact personality or sense of self than in the psychoses.

**New Public Management** The New Public Management is a disparate set of practices through which the transformation of management within the public domain was to be transformed from the administrative-bureaucratic model that had prevailed into the 1980s (see Hood, 1991).

**Non-maltreatment cases** Cases open for child welfare services for reasons other than suspected maltreatment (e.g., prevention services, parent-child conflict, services for young pregnant women).

**Non-profit** Seek to accomplish some service provision goal, not to make a profit for private owners: taxes, private donations, grants, and service fees.

**Non-verbal communication** All forms of communication that do not rely on words, most commonly referred to as body language.

**Normative or typical development** General changes and reorganisations in behaviour which virtually all children share as they grow older.

**O**

**OIS – The Ontario Incidence Study of Reported Child Abuse and Neglect** The first Canadian study to provide detailed data on the incidence of reported child maltreatment and the characteristics of the children and families investigated by Canadian child welfare agencies. Although the diversity of social service systems across Canada limits the extent to which the OIS findings can be generalized to other provinces, the OIS study does provide a first glance at some of the unique characteristics of the Canadian child welfare system.

**Open questions** Asking questions in such a way that it allows the respondent to decide what to include in their reply e.g. ‘How are you?’ as opposed to a closed question which would ask ‘Are you well?’.

**Openness agreement** Pertains to any arrangement made between biological and adoptive parents concerning the exchange of information or the possibility of meeting each other following placement.

**Operant conditioning** A term used in cognitive – behavioural interventions to describe the way in which behaviour is changed by changes in the environment so that the behaviour becomes more and more likely to occur.

**Organization** A group of individuals gathered together to serve a particular purpose. It is important for social workers to know how organizations operate, interact, and can be influenced, otherwise their effectiveness will be limited.

**Organizational structure** Involves how lines of authority and communication operate within an agency, how the administration runs the organization, and what the agency environment is like.

**Outcome** A visible or practical product, effect or result. The desired end result and intended improvement after a specified period. The impact, effect or consequence of a particular service intervention.

**Outcome (for carers)** The changes or benefits for carers and their families resulting from social work or other interventions or services.

**Out-of-home care** (in Canada) Refers to a child’s living arrangements when they can no longer live safely with their own parents or caregivers. The most common types of out-of-home care are family foster care, kinship care, therapeutic (or treatment) foster care, and residential group care. The most serious problem affecting youth in care today is unmet health and mental health needs and access to adequate health services.

**Out-of-home services** include:

1) foster care;

2) adoption;

3) group homes;

4) institutional care;

5) the judicial system.

**P**

**Paraphrasing** Providing a response to someone in such a way that it restates to the speaker what they have said in a simpler and shorter format.

**Paraprofessional** An individual with specialized knowledge and technical training who works closely with and is supervised by a professional.

**Parenting orders/classes** Introduced in the Crime and Disorder Act 1998, Parenting Orders can be made in respect of the parent(s) or guardian(s) of children who are (a) under 10 and subject to a child safety order; (b) between 10 and 17 and subject to an anti-social behaviour order or a sex offender order; (c) convicted of a criminal offence. A parenting order may also be imposed where a person fails to comply with a school attendance order or fails to secure regular attendance at school of a registered pupil. The effect of a parenting order is that the parent or guardian will be expected to comply with the requirements specified in it for a maximum of 12 months and may also be required to attend weekly classes for counselling or guidance sessions for a maximum of three months.

**Partnership** This term is deployed when two or more agencies have established formal arrangements that enable them to work together. Therefore, a *partnership* is an outcome of collaborative processes, and could not be developed without close *collaboration*. For organisations involved in *inter-professional* working, the development of a partnership may be a desired end. However, successful *inter-professional* working can develop without the requirement of formal partnership arrangements, although they are encouraged in both legislation and policy.

**Permanency planning** In child welfare, an effort to provide long-term continuity in dependent children's care as an alternative to temporary foster placements.

**Person centred planning** The process of life planning for individuals, based on the principles of rights, choice and inclusion.

**Phases of the change process:**

- Engagement;

- Assessment: Analyse information, select strategies, identify resources;

- Intervention: process of implementing and concluding plans of actions;

- Evaluation: process of monitoring and measuring the success of intervention activities.

**PhD** Doctor of Philosophy.

**Physical sexual relations** Physical sexual relations whether or not initiated by the client, include, but are not limited to, kissing of a sexual nature, touching of breasts or genitals, genital contact and sexual intercourse.

**Pioneers & founders of Social Work**

- Jane Barrett;

- Edward Frazier;

- Sarah Fernandez;

- W.E Du Bois;

- Lester Granger;

- Mary Terrell;

- Mary Richmond;

- Jane Addams;

- Whitney Young.

**Plan of care** An action-based planning tool for children in care, used to identify specific developmental objectives based on continuous assessments of the child’s evolving needs and the outcomes of previous decisions and actions. Care plans are completed by the child’s worker with the involvement of the child, the family, the extended family and Aboriginal community if the child is Aboriginal, the caregiver, service providers and significant people in the child’s life.

**Planned change** Involves the development and implementation of a strategy for improving or altering "some specified condition, pattern of behaviour, or a set of circumstances that affects social functioning.

**Planner** Social worker in community organizing whose primary task is developing strategies for service delivery.

**Planning** Specifies what should be done.

**Polarization** The dividing of an organization's members due to disputes over an issue, often used purposefully by social workers to encourage stronger rivalries and thus stronger coalitions.

**Poor Laws 1601** The most significant even that defined the social services and welfare delivery system based on the premise of mandatory taxation to fund social and financial assistance services.

Purpose of Poor Laws:

- Removing the church from the delivery of social services;

- Eliminating begging and criminal activities;

- Centralizing assistance within the government;

- Standardize the types and amounts of assistance provided for the growing class of workers;

- Helped the development of policies for providing aid to those in need;

- Created a distinction between the worthy and unworthy poor.

**Positivism** An approach to understanding knowledge that believes it is an objective phenomenon, governed by universal laws and discovered through empirical research.

**Post-modernism** An influential form of social theory, arguing that there have been profound changes in the organisation of society such that many of the ‘truths’ that have characterised our lives are no longer applicable. In social work terms this has led to a questioning of the essential nature and purpose of the occupation, and a renewed sense of the plurality of meanings that can be attributed to every encounter, according to perspective (see Howe, 1994).

**Power** In social work, particularly concerns *inequalities* of power, especially the limited capacity of service users to make decisions concerning their own lives, in contrast to the considerable capacity of others – specifically social workers – to make such decisions.

**Practical moral knowledge** Knowledge that is relative and subjective, understood to be constructed in response to specific situations.

**Pre-sentence report** Reports prepared by the Youth Offending Teams to provide background information on the young person, and importantly, on their attitudes towards the offence, and the effects on victims, at the end of which the report writer makes suggestions for possible orders to be made by the court.

**Private social agencies** Privately owned and run by people not employed by government: individual and group counselling, children and elderly.

**Problem-solving and decision-making groups** This group may be viewed as a subcategory of tasks groups; each participant often has some interest or stake in the process.

**Process recording** A method of writing about the social worker-client interactions during the intervention process.

**Professional** A term commonly used in two distinctive ways: the sociological use (generally deployed in this book) focuses on the extent to which an occupation can be defined as a profession, and hence that its members can in turn be defined as professionals. In this analysis, professions are usually self- regulating, and require a high level of educational attainment (usually at least to degree level) to enter them. It is presumed that the professional has a distinct knowledge base, and is the possessor of unique sets of skills. A more common usage focuses on the fact that professionals carry out tasks for financial reward – the distinction between professional and amateur footballers, for example.

**Professional corporation** In relation to the practice of social work or social service work by one or more College members, "professional corporation" means a body corporate with share capital incorporated or continued under the Business Corporations Act, RSO 1990, c. B.16 for the purpose of practising social work or social service work, that holds a valid certificate of authorization issued under the Social Work and Social Service Work Act, S.O. 1998, c. 31.

**Professionalization** The process by which an occupation seeks to become accepted as a profession, by establishing a legally restricted title, extended forms of qualifying and post-qualification education at least at graduate level, a professional association, etc. Within social work there have been clear steps in this direction in recent years, although the process has also been historically controversial.

**Program evaluation** The systematic examination of the success, effectiveness, and efficiency of an ongoing program.

**Proprietary/for profit** Private social agencies also provide some designated social services, however, a primary purpose for the existence of a proprietary social agency is to earn a profit for its owners.

**Protective factors** Strengths and resources that appear to mediate or serve as a "buffer" against risk factors that contribute to vulnerability to maltreatment or against the negative effects of maltreatment experiences.

**Psychoanalysis** a) A theory of human behaviour, typically used to refer to the theories propounded by Sigmund Freud, although it may also be used to refer to related dynamic theories such as that of Carl Jung. b) A set of techniques for exploring the underlying components of human behaviour, and a method of treating various mental disorders.

**Psychosocial approach** In casework, based on psychoanalytic theory, it focuses on person-in-environment with emphasis placed on the client-worker relationship.

**Psychologising** Closely associated with ‘structural’ critiques and perspectives in social work, psychologising is the reduction of complex social, political or psycho-social explanations for people’s difficulties to factors located entirely in their individual psychology or mental functioning.

**Psychosis** One of the major categories of mental health difficulty, in which there are disturbances to core mental functions – perception, feeling, thinking. Psychotic conditions are often contrasted with neurotic conditions and personality disorders.

**Psychosocial** The interface between an individual’s internal psychological world and their external social world.

**Psychosocial perspectives** Psycho-social perspectives in social work and related disciplines emphasise the importance of bringing together sociological and psychological ways of understanding people, relationships, and trends in society. Psycho-social theorists are always ‘inter-disciplinary’ in their approach, often combining traditions of thinking and research in unusual and surprising ways in order to open up new and creative spaces for thinking about people, and solutions to social, personal and inter- personal problems.

**Psychotherapy services** Psychotherapy services are defined as any form of treatment for psycho-social or emotional difficulties, behavioural maladaptations and/or other problems that are assumed to be of an emotional nature, in which a social worker establishes a professional relationship with a client for the purposes of promoting positive personal growth and development.

**Public social agencies** Run by some designated unit of government and are usually regulated by laws impacting policy.

**Public speaker** A worker who talks to various groups to inform them of available services or to advocate for new services.

**Purchase-of-service contract** When public agencies buy services from private agencies.

**Q**

**Qualitative research** A research method which focuses on meanings and experiences, through which the research attempts to understand the lives of those being studied, their behaviour, values, beliefs and so on, from the perspectives of the people themselves. Typically, the approach of the investigation is relatively unstructured so that the research is more likely to reveal the individuals’ meanings and experiences rather than impose the researchers’ perspectives. Types of data collected include: semi-structured interviews, observational recordings, focus groups and illustrative vignettes.

**Quantitative research** A research method which emphasises the measurement of prior concepts and uses indicators to act as measures which can stand for or point towards underlying concepts. The method typically uses variables (attributes on which people or things may be distinguished) as a means of measuring the dimensions on which people differ from or resemble one another in order to demonstrate causal relationships between variables. (i.e. what factors influence people’s behaviour, attitudes and beliefs).

**Questionnaire** A research instrument (tool) used to collect information from a respondent.

**R**

**Radical social work** A form of social work developed in opposition to the psychologically-oriented individual casework that predominated at the time (the late 1960s/early 1970s). It adopted a more political focus and explicitly sought to change the fundamental nature of society more than affect the lives of isolated individuals.

**Randomised controlled trial** Research in which subjects are allocated randomly between treatment and comparison groups.

**Recreation groups** Group that provides activities for enjoyment and exercise.

**Reference manager** Computer applications designed to hold and manipulate details of references and the bibliography.

**Reinforces** A term used in cognitive-behavioural interventions to describe the things done in response to behaviour which may serve to strengthen the behaviour and make it likely it will happen again.

**Reflective practice** The ability to draw on a diverse range of knowledge, from both formal and informal sources, to inform professional practice.

**Reflexivity** Generally associated with research practice, reflexivity refers to the ability to be critically self-reflective and to identify personal biases that influence the research process.

**Relationship-based practice** An approach that ensures the professional relationship is at the centre of all interventions and that attention is paid to the inter-personal dynamics of professional encounters.

**Researcher** A worker who studies the literature on topics of interest, evaluates the outcomes of one's practice, assesses the merits and shortcomings of programs, and studies community needs.

**Residential/secure treatment** Placement required in a therapeutic residential treatment center to address the needs of the child.

**Resource worker** Refers to the worker assigned to foster families to provide resource support. Resource social workers assist foster parents with administrative and funding concerns, help resolve disputes or misunderstandings, give feedback on fostering methods and skills, help identify and secure needed training, answer questions about ministry policy and philosophy, and provide any additional support needed surrounding the foster care process.

**Respect** The ability to convey to someone that they are unique and valued.

**Restorative justice** This is a means of making victims' interests central to ways of dealing with crimes and their effects, which the formal criminal justice process, with its emphasis on due process, cannot do. It aims to provide a safe forum for victims where they can set out how they have been affected by the offender's crime, and confronts the latter with the effects of his/her actions. The process attempts to give the victim the opportunity to receive an apology or other form of reparation which is more personal and meaningful than is possible in the courts. At the same time, the offender is able to appreciate the impact of her/his actions and take responsibility for them.

**Reunification** The process of a child being discharged from child welfare out-of-home care and being reunited with their family of origin or an alternate caregiver (e.g., informal kin, formal kin, Customary Care, extended family members).

**Risk assessment** An assessment and measurement of the likelihood that a child will be maltreated in the future, frequently through the use of checklists, matrices, scales, or other methods of measurement.

**Risk of future maltreatment** A situation where a child is considered to be at risk for maltreatment in the future due to the child’s or the family’s circumstances. For example, a child living with a caregiver who abuses substances may be deemed at risk of future maltreatment even if no form of maltreatment has been alleged. The three response categories of a maltreatment investigation include:

- Risk of future maltreatment;

- No risk of future maltreatment;

- Unknown risk of future maltreatment.

**Role** A goal-directed pattern of behaviour carried out by a person in a particular societal situation or within a group because both the group and the individual expect this kind of behaviour.

**RSSW Registered Social Service Worker** A member of the College who holds a certificate of registration for social service work.

**RSW Registered Social Worker** A member of the College who holds a certificate of registration for social work.

**S**

**Schizophrenia** A mental disorder which can involve various cognitive, emotional and behavioural features, such as hallucinations, thought disorders or delusions. Literally the term means ‘splitting in the mind’.

**Schizophrenogenic** Pertains to any factor (such as a cold but dominating parent) hypothesised to be causally related to the development of schizophrenia.

**Screened-out** Referrals that are not opened for an investigation. The procedures for screening out cases vary considerably across Canada.

**Self-determination** An ethical principle that recognizes the rights and needs of clients to be free to make their own choices and decisions. Inherent in the principle is the requirement for the member to help the client know what the resources and choices are and what the potential consequences of selecting any one of them may be.

**Self-help groups** Voluntary, small-group structures for mutual aid and the accomplishment of a special purpose.

**Sensitivity Groups** Encounter groups, T (training)- groups, and sensitivity training refer to group experiences in which people relate to one another in an intimate manner requiring self-disclosure.

**Service user** The term currently deployed for those people who use social services, or are eligible for such services.

**Service user or consumer research** Research which gathers the views of the users of services and is designed to provide information about the needs of individuals and communities and feedback about how a particular service or intervention is experienced by its recipients.

**Short breaks service** A service that provides a break for disabled children and adults and their parents or carers. The services can range from befriending or sitting, through to overnight stays and can be provided either in the person’s own home or another place.

**Single case designs** A form of qualitative research which seeks to identify critical features in a particular case by close scrutiny of it and by understanding these, to collect data which can then be tested with other cases in order to build a picture of processes and outcomes.

**SOAP** A charting method used in a variety of medical and mental health professions to assist workers in organizing information about clients. Stands for: Subject information, Objective information, Assessments, and Plan.

**Social action** A type of practice recommended by the radical social work movement, often associated with community development. It shares similar characteristics in that it is collectively rather than individually-oriented; as the name implies, it takes a more positive and oppositional stance in relation to the basic structures of society.

**Social Action Model** A type of community organization that assumes that there is a disadvantaged (often oppressed) segment of the population that needs to be organized to pressure the power structure for increased resources for social justice.

**Social agency/social services agency** An organization providing social services that typically employs a range of helping professionals including social workers in addition to office staff, paraprofessionals, and sometimes volunteers.

**Social anxieties** Collective states of anxiety about social trends or events. Anxieties may be ‘reality based’ or significantly rooted in collective fantasies. Research into crime rates in the community often show that actual levels of crime and fears about crime are inconsistent with one another. Thus, social anxieties may drive or shape policy development in a matter that is more irrational than rational.

**Social assistance** Caregiver is currently receiving social assistance benefits.

**Social construction** Associated with post-modern thinking, socially constructed phenomenon, social constructs and social constructionism reflect the fragmented, partial and multiple nature of reality.

**Social construction of childhood (the)** The way in which views of childhood are shaped by the perspectives and concerns of the particular societies in which people live.

**Social conversation group** Conversation in these groups is often loose and tends to drift aimlessly; there is no formal agenda; they are often used for testing purposes.

**Social justice** Social Justice is an 'ideal' in which all members of a society have the same opportunities, basic rights, obligations, and social benefits.

**Social network** The structure and number of people and groups with whom you have contact or consider yourself to be in contact.

**Social Planning Model** A model of community organization that emphasizes the process of problem solving; assumes that community change is a complex industrial environment.

**Social services** Include the tasks that social work practitioners and other helping professionals perform with the goal of improving people's health, enhancing their quality of life, increasing autonomy and independence, supporting families, and helping people and larger systems improve their functioning in the social environment: help people solve problems and improve their personal well-being.

**Social Worker skills:**

- Consultants;

- Broker;

- Teacher;

- Mobilizer;

- Advocate.

**Socialization** Groups that help participants improve interpersonal behaviour, communication, and social skills so they might better fit into their social environment.

**Social action** Coordinated effort to advocate for change in a social institution to benefit a specific population, solve a social problem, correct unfairness, or enhance people's well-being.

**Social planning** A technical process of problem solving regarding substantive social problems, such as delinquency, housing, and mental health.

**Social model of disability** A model that sees the person as being disabled by the way in which physical and social environments create barriers to participating as full members of society and enjoying all the benefits this brings.

**Social pedagogue** A social pedagogue operates in an area of the welfare state to increase personal responsibility and self-dependent handling of common circumstances of life. In addition, a social pedagogue seeks to minimise the impact of all forms of discrimination and to promote the social skills that enable people to take part in society.

**Social theory** A means of explaining the nature of society and the consequent approach to responding to social problems. In the early days of social work, both the COS and the Settlement Movement had a clear social theory, and the different forms of practice they espoused derived directly from this.

**Social welfare** The well-being of the entire society more concerned with quality of life.

**Socio-cultural theory** A theory of development which emphasises the part played by social interaction and cultural practices on cognitive development.

**Sociogram** A diagram or graphic presentation used by group workers and other professionals to display how members of the group feel about one another and how they tend to align themselves with some and against other members of the group or organization.

**Specialisation** The principle that social workers should specialise in a single area of activity rather than become expert in a wide range. There are gradations of specialisation; for example, within the specialist area of childcare social work a practitioner may further specialise in adoption and fostering or child protection.

**Substantiation** Distinguishes cases where maltreatment is confirmed following an investigation. The three levels of substantiation include:

- Substantiated: the balance of evidence indicates that abuse or neglect has occurred;

- Suspected: insufficient evidence to substantiate abuse or neglect, but maltreatment cannot be ruled out;

- Unfounded: the balance of evidence indicates that abuse or neglect has not occurred. Unfounded does not mean that a referral was inappropriate or malicious; it simply indicates that the worker determined that the child had not been maltreated.

**Structural factors in society** Patterns of social life such as persistent inequality affecting particular groups or communities that significantly impact upon or determine the ‘life chances’ of individuals within those groups. Structural social work tends to be critical of social work practices and strategies that focus too much upon the individual and their responsibility for their circumstances, when their difficulties are explicable as a consequence of membership of a community or group that is affected by structural factors in society.

**Structured day programmes** Following the introduction of the NHS and Community Care Act in 1993 which had major consequences for the provision of residential care for drug users, many services reacted by developing structured day programmes **(SDPs)**. A holistic approach to rehabilitation is adopted, promoting: life skills and vocational training; sessions on building and restoring independence and responsibility; and helping maintain drug users’ links with their families and social support networks. Some SDPs also employ a rolling programme of activities which allow individual clients to negotiate a customised timetable for their rehabilitation. Some programmes also accommodate drug free and current problem drug users.

**Subpoena** A legal document requiring a person to attend before a court or a tribunal, or at an out-of-court examination, to be examined as a witness in a legal proceeding.

**Substitute care services** In child welfare services which replace the natural parents either temporarily or permanently such as foster case and adoption.

**Supervision** The process by which a designated supervisor watches over a worker's performance, directs activities, and provides feedback.

**Support group** Group whose members share common issues or problems and meet on an ongoing basis to cope with stress, give each other suggestions, provide encouragement, convey info, and furnish emotional support.

**Supportive services** In child welfare services which are intended to enhance the strengths of the family, including counselling and casework.

**SWE** The Council on Social Work Education.

**T**

**Task-centred practice** A planned, short-term time-limited intervention in which service users and practitioners agree on the specific problems to be worked on.

**Task-centred treatment** Model of short-term social work intervention in which the social worker and client identify specific problems and the tasks needed to change these problems Group Therapy.

**Task group** Applying the principles of group dynamics to solve problems, develop ideas, formulate plans, and achieve goals.

**Teacher** To prepare clients or the general public with knowledge and skills necessary to prevent problems or enhance social functioning.

**Teachers Functions:**

- Teach social and daily living skills: conflict resolution, money management, use of public transportation, effective communication skills;

- Facilitate behaviour change: role modelling, values clarification, behaviour modification in teaching clients more effective interpersonal behaviour.

**Technical rational knowledge** Knowledge which is absolute and objective in nature, and explicable in terms of clear cause and effect relationships.

**Termination** The end of the professional social worker-client relationship: natural, forced, or unplanned.

**Theory of mind** An understanding, which begins to develop in a rudimentary way between the ages of two or three, that others see and experience the world differently.

**Therapy Group** Generally composed of members with rather severe emotional or personal problems.

**Tiered models of care** Services for drug and alcohol users have been arranged into four tiers following publication, by the NTA, of Models of Care 2002 – updated in 2006. Tier 1 interventions include provision of drug-related information and advice, screening and referral to specialised drug treatment, and are provided in the context of general healthcare settings, where the main focus is not drug treatment. Tier 2 interventions include provision of drug-related information and advice, triage assessment, referral to structured drug treatment, brief psychosocial interventions, harm reduction interventions (including needle exchange) and aftercare. Tier 2 interventions may be delivered separately from Tier 3 but will often also be delivered in the same setting and by the same staff as Tier 3 interventions. Tier 3 interventions include provision of community-based specialised drug assessment and co-ordinated care- planned treatment and drug specialist liaison. Tier 3 interventions are normally delivered in specialised drug treatment services with their own premises in the community or on hospital sites. Other delivery may be by outreach (peripatetic work in generic services or other agencies or domiciliary or home visits). Tier 4 interventions include provision of residential specialised drug treatment, which is care-planned and care-coordinated to ensure continuity of care and aftercare.

**Touching** Touching, as included in Principle VIII: Sexual Misconduct, is defined as physical contact of a sexual nature. It includes hugging, holding, patting, stroking, rubbing and any form of contact which is unnecessary to the helping process.

**Transference** The capacity of past experiences of significant relationships to be transferred into current relationships with other people. A psychodynamic concept referring to the process in which one person ‘transfers’ feelings and images from their own inner life onto someone else, who they then treat as if they were this ‘figure’ from their own internal mental life.

**Treatment groups** Help individuals solve personal problems, change unwanted behaviours, cope with stress, and improve quality of life.

**U**

**Unconscious mind** That area of the mind which is not conscious but which acts as a kind of reservoir of experiences, and is involved in our decision making, activities and choices.

**Universalism** The principle that services should be available to all. The NHS was established on universalist principles, whereas social services in Britain have always been selective.

**V**

**Values** Beliefs, preferences, or assumptions about what is desirable or good for people.

**Vignette** A brief story illustrating an experience or event (for example a parent’s chastisement of a disobedient child) which respondents are then asked to discuss and reflect on. They are a means of helping elicit more consistent information about respondents’ feelings or attitudes, or helping them explore something which might be difficult for them to consider spontaneously or to discuss if they were asked to recall a personal experience.

**Vulnerable older people** To be considered to be vulnerable, older people must be at risk of some harm – whether physical, emotional, psychological or financial – due to their advanced age and the health and social circumstances that characterise that age.

**W**

**Welfare approaches: young offenders** Assessment and intervention strategies designed to respond to young people who commit crimes, derived to a large extent from psychodynamic approaches and family systems based approaches. There have been various formulations of welfare approaches, including at times, a concentration on what were viewed (and by some still are) as supposed deficits in parents' socialisation of their children. Such views led to intervention strategies which looked at treatment both within and outside of the family to rectify such identified deficits. This approach often took the view that interventions should happen outside the judicial system, for example by cautioning young people, residential treatment, etc.

**Whole systems approach** A perspective on social work intervention and analysis of complex situations that emphasises the need for the practitioner to maintain a focus on the interaction between all members of the ‘system’ that constitutes the case or problem situation. The identified service user, extended family, carers, and the variety of professional systems which may be involved all combine to produce a whole system.

**Y**

**Young carer** Children and young persons under 18 who provide care, assistance or support to another family member. They carry out, often on a regular basis, significant or substantial caring tasks and assume a level of responsibility that would usually be associated with an adult.

**Young offender** Within England and Wales, a young person is held to be criminally liable for their actions at the age of 10 upwards. At one time services under legislation and policy were closely aligned between children in need and young offenders, but legislation and policy have made these areas very different in recent years.

**Youth justice system** The different agencies and professionals that can become involved with the young person who offends; for example, the different courts, prisons, youth offending institutions, secure training centres, and the professional groups such as social workers, probation officers, police, magistrates, and judges.

**Youth offending team** A multidisciplinary team typically comprising social workers, probation officers, Connexions workers, police, and possibly mental health counsellors, educational staff, and professional assistants. The government requires that such teams are the direct responsibility of the chief executive of the local authority in whose area they reside, although they are often managed by someone within the equivalent of the social services department. The prime duty of such teams is to prevent offending, and they are responsible for services to courts, young people on court orders, and young people in custody, as well as preventive work for young people who are subject for example to Youth Inclusion and Support Programmes.

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# **7.2. Рекомендована література**

**Базова**

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4. Paul Emmerson. Business Grammar Builder. – The UK: Macmillan Publishers Limited, 2010. – 272 p.

5. Professional English in Use: Law. / Gillian D. Brown, Sally Rice. / - UK: CUP, 2007. - 128 p.

6. Real Writing : English Skills / Palmer Graham. – Cambridge University Press, 2008. – 112 p.

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**7.3. Інформаційні ресурси**

1. http://www.britishcouncil.org.ua/teach/resources

2. http://www.cambridgeenglish.org/

3. http://www.oxforddictionaries.com/

4. http://www.pearson.com.ua/--202.html

# **8. МАТЕРІАЛЬНО-ТЕХНІЧНЕ ЗАБЕЗПЕЧЕННЯ ДИСЦИПЛІНИ**

|  |  |  |
| --- | --- | --- |
| **Форми занять** | **Наявне матеріально-технічне забезпечення** | **Необхідне[[1]](#footnote-1) матеріально-технічне забезпечення** |
| Практичне заняття | наочні та роздаткові матеріали, власний або кафедральний ноутбук | спеціалізований кабінет № \_\_\_\_\_\_\_\_\_,  переносна дошка з відривними листами паперу, доступ до Інтернет, проектор, інтерактивна дошка, |

1. [↑](#footnote-ref-1)