

OBSAH

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|---|---|
| 1. Children and Youth Intercultural Communication..... | 2 |
| 2. Development and Evaluation of Social Projects..... | 3 |
| 3. Digital Social Work with Children and Youth..... | 4 |
| 4. Scientific Research Practice and Master Thesis..... | 5 |
| 5. Socio-Cultural Empowerment of Different Children and Youth Groups..... | 8 |

COURSE INFORMATION SHEET

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|--|-------|---|------|-----|-----|
| University: Catholic University in Ružomberok | | | | | |
| Faculty: Faculty of Education | | | | | |
| Course code: KSP/ Eswochy-03/22 | | Course title: Children and Youth Intercultural Communication | | | |
| Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site | | | | | |
| Credits: 6 | | Working load: 150 hours | | | |
| Recommended semester/trimester: 3. | | | | | |
| Level of study: II. | | | | | |
| Prerequisites: | | | | | |
| Requirements for passing the course: Due to the different structure and content of the information sheet, we publish it in the e-learning of the Catholic University in Ružomberok. | | | | | |
| Learning outcomes of the course: | | | | | |
| Course contents: | | | | | |
| Recommended or required literature: | | | | | |
| Language of instruction: | | | | | |
| Notes: | | | | | |
| Course evaluation: Assessed students in total: 30 | | | | | |
| A | B | C | D | E | FX |
| 53.33 | 13.33 | 26.67 | 6.67 | 0.0 | 0.0 |
| Name of lecturer(s): prof. PaedDr. Vladimír Labáth, PhD., prof. PhDr. Martina Mojtová, PhD. | | | | | |
| Last modification: 25.08.2022 | | | | | |
| Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Vladimír Labáth, PhD. | | | | | |

COURSE INFORMATION SHEET

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|--|-------|--|-----|-----|-----|
| University: Catholic University in Ružomberok | | | | | |
| Faculty: Faculty of Education | | | | | |
| Course code: KSP/ Eswochy-02/22 | | Course title: Development and Evaluation of Social Projects | | | |
| Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site | | | | | |
| Credits: 6 | | Working load: 150 hours | | | |
| Recommended semester/trimester: 3. | | | | | |
| Level of study: II. | | | | | |
| Prerequisites: | | | | | |
| Requirements for passing the course: Due to the different structure and content of the information sheet, we publish it in the e-learning of the Catholic University in Ružomberok. | | | | | |
| Learning outcomes of the course: | | | | | |
| Course contents: | | | | | |
| Recommended or required literature: | | | | | |
| Language of instruction: | | | | | |
| Notes: | | | | | |
| Course evaluation: Assessed students in total: 30 | | | | | |
| A | B | C | D | E | FX |
| 50.0 | 33.33 | 16.67 | 0.0 | 0.0 | 0.0 |
| Name of lecturer(s): doc. PhDr. Angela Almašiová, PhD., Mgr. Júlia Fričová, PhD. | | | | | |
| Last modification: 23.08.2022 | | | | | |
| Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Vladimír Labáth, PhD. | | | | | |

COURSE INFORMATION SHEET

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|--|-------|--|------|------|-----|
| University: Catholic University in Ružomberok | | | | | |
| Faculty: Faculty of Education | | | | | |
| Course code: KSP/ Eswochy-01/22 | | Course title: Digital Social Work with Children and Youth | | | |
| Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site | | | | | |
| Credits: 6 | | Working load: 150 hours | | | |
| Recommended semester/trimester: 3. | | | | | |
| Level of study: II. | | | | | |
| Prerequisites: | | | | | |
| Requirements for passing the course: Due to the different structure and content of the information sheet, we publish it in the e-learning of the Catholic University in Ružomberok | | | | | |
| Learning outcomes of the course: | | | | | |
| Course contents: | | | | | |
| Recommended or required literature: | | | | | |
| Language of instruction: | | | | | |
| Notes: | | | | | |
| Course evaluation: Assessed students in total: 30 | | | | | |
| A | B | C | D | E | FX |
| 66.67 | 13.33 | 13.33 | 3.33 | 3.33 | 0.0 |
| Name of lecturer(s): Mgr. Daniel Markovič, PhD. | | | | | |
| Last modification: 23.08.2022 | | | | | |
| Supervisor(s): Person responsible for the delivery, development and quality of the study programme: prof. PaedDr. Vladimír Labáth, PhD. | | | | | |

COURSE INFORMATION SHEET

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| University: Catholic University in Ružomberok | |
| Faculty: Faculty of Education | |
| Course code: KSP/ Eswochy-05/22 | Course title: Scientific Research Practice and Master Thesis |
| Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site | |
| Credits: 6 | Working load: 150 hours |
| Recommended semester/trimester: 3. | |
| Level of study: II. | |
| Prerequisites: | |
| Requirements for passing the course: Practical training / Practice / Internship / Work placement / Traineeship 50% At the end of practice Field supervisors assessment Examination 50% / After practice The research report is assessed according to the application of provided methodological requirements. 10 (excellent) – excellent, exceptional, comprehensive report 9 (very well) – sound, good, comprehensive report resolving research problem, there are minor, not essential deficiencies; 8 (well) – good report, there are minor deficiencies in analysis of research problem or report structure or academic writing mistakes; 7 (average) – report which requires further development, there are deficiencies in analysis of research problem, structural or methodological shortcomings, and academic writing mistakes; 6 (satisfactory) – report, which doesn't reveal research problem, appropriate analysis is not done, there are big deficiencies in analysis of research problem, structural or methodological shortcomings, and academic writing mistakes; 5 (poor) – report, which has essential deficiencies in analysis of research problem, structural or methodological shortcomings, and academic writing mistakes; 4 (unsatisfactory) – report does not satisfy minimal requirements. | |
| Learning outcomes of the course: Will be able to understand, critically analyse and evaluate contribution of different theories of social sciences and humanities as well as indigenous knowledge to micro-macro practice and research of social work with children and youth; analyse and critically evaluate policy decisions regarding their impact on young people across all sectors, notably employment, education, health and social inclusion. Will be able to investigate and analyse social needs and problems of children, youth and their families and provide directions to policies and actions that help to make remedial goals identifiable and achievable; analyse, synthesize and critically evaluate research findings; apply research results in changing and uncertain situations; ensure the well-being of children and youths through evidence-based practices. | |

. Will be able to initiate, organize social research applying quantitative and qualitative research in comparison perspective; carry out analysis of social research and results within interdisciplinary context in national and international perspective.

Will be able to enable young people to be architects of their own lives, support their personal development and growth to autonomy, build their resilience and equip them with life skills to cope with a changing world; initiate, develop and coordinate social projects striving to invent new strategies to meet client needs and foster social change; assess a situation and develop a reasonable plan to resolve conflicts and overcome challenges for their clients; organise, coordinate and evaluate process and results of social support for children and youth, perform social management and administration skills shaping institutional or organizational structures which facilitate the achievement of goals

Will be able apply knowledge about children and youth, their environment to own research project and professional practice. Will be able to apply ethical principles to social work research and practice

Will be able to analyse and interpret research data, formulate well-grounded conclusions and recommendations.

Will be able to reflect in writing and group professional experience of planning and implementing research and reflect his/her growth as a professional

Will be able to define the research problem, purpose, objectives, to choose appropriate data collection and analysis methods.

Will be able to carry out a research in accordance with the selected methods.

Will be able to apply data processing and analysis methods.

Will learn to learn from reflection of their practical experience to initiate, develop and coordinate social projects, assess a situation, find conflict solutions, organize, coordinate and evaluate process of social support for children and youth to perform social management, administration and research task.

Will learn to raise problematic questions, identify ethical problems/dilemmas in their research activities and will search for best possible solutions in individual and group reflection settings.

Will learn to learn from their own and colleagues research experiences in the practice field.

Course contents:

1. 1. Introduction to Scientific Research Practice: practice goals, learning outcomes, practice documents, practice tasks, assessment criteria.

Practice process in the practice institution: choice of institution for practice, contact with institution, presentation and discussion of practice tasks, preparation of practice program and research project.

2. Research project.

3. Implementation of practice tasks in the practice institution

4. Practice experience reflection
(in group)

5. Practice self-assessment

6. Practice report

Recommended or required literature:

1. Raudeliūnaitė, R., Petrauskienė, A. (2014). Practice Guide for Master Degree Programme in Social Work with Children and Youth. Vilnius: Mykolas Romeris University.
2. Bradford, S., Cullen, F. (2012). Research and Research Methods for Youth Practitioners. London, New York: Routledge.
3. Gharabaghi, K. (2010). Professional issues in child and youth care practice. London, New York: Routledge.
4. Jeffs, T., Smith, M. (2010). Youth work practice. UK: Palgrave MacMillan.
5. Creswell, J. W. (2009). Research design: qualitative, quantitative, and mixed methods approaches. 3rd ed. Thousand Oaks (Calif.); London: SAGE Publications.
6. Krysik, J.L., Finn, J. (2010). Research for effective social work practice. 2nd ed. Routledge: New York and London.
1. Wheeldon, J. (2012). Visualizing social science research: maps, methods, & meaning. Thousand Oaks (Calif.): SAGE Publications.
2. Teddlie, C., Tashakkori, A. (2009). Foundations of mixed methods research: integrating quantitative and qualitative approaches in the social and behavioral sciences. Los Angeles (Calif.): Sage Publications.

Language of instruction:

English, Slovak

Notes:**Course evaluation:**

Assessed students in total: 31

| A | B | C | D | E | FX |
|-------|-------|-----|-----|------|------|
| 58.06 | 35.48 | 0.0 | 0.0 | 3.23 | 3.23 |

Name of lecturer(s): doc. PhDr. Markéta Rusnáková, PhD., PhDr. Lenka Štefáková, PhD.

Last modification: 26.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Vladimír Labáth, PhD.

COURSE INFORMATION SHEET

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|---|--|
| University: Catholic University in Ružomberok | |
| Faculty: Faculty of Education | |
| Course code: KSP/ Eswochy-04/22 | Course title: Socio-Cultural Empowerment of Different Children and Youth Groups |
| Type and range of planned learning activities and teaching methods: Form of instruction: Lecture / Seminar Recommended study range: hours weekly: 2 / 2 hours per semester: 26 / 26 Teaching method: on-site | |
| Credits: 6 | Working load: 150 hours |
| Recommended semester/trimester: 3. | |
| Level of study: II. | |
| Prerequisites: | |
| Requirements for passing the course: Presentation 20% During the seminar Evaluation criteria: * Word format (5 /6 pages) + Power point (15-20 slides); *Content and structure; * Additional mark for creative approach (illustration, video material ...); *Discussion and actual questions (after presentation). Case study 15 During the course Presentation of the Institution: • Planing / objectives and key challenges; • Motivating / activities and forms; • Organization / content of the activities, specific measures; • Control / placement, resources, tools; • Evaluation and personal reflection. Test / didactic test / progress test 15 Mediate course assessment Test assessment: Test consists of 10 open questions (each has value in points). Tasks performance in seminars 10 During the seminar Evaluation Criteria: *activity and work during the seminars, discussion and attendance; *creative approach to the activities; Examination 40 Exam session Recreational programme-plan for socio-cultural changes of Youth: 6-7 meaningful activities (leisure, educational activities, play/ games, sports, artistical activities, event so on); structure of the Program will be presented before exam. *students can use all theoretical and methodical material, as well as internet. | |
| Learning outcomes of the course: Will be able to systematically and critically analyse the newest knowledge about diversity of needs and behaviours of children and youth in multicultural environment, when implementing innovative social services and influencing family and social policy for the welfare of children and youth; manage information needed for effective work with children and youth; establish the policies, procedures, and guidelines necessary for effective social work practice Will be able to systematically assess diverse needs of children and youth, and actively engage children and youths in addressing their needs; apply empowering social work intervention methods; advocate for resources and system reforms that will improve services for children and youths; incorporate | |

and use new IC technology appropriately and effectively in multiple areas providing services to children and youth; educate children and youth risk management using ICT. Will be able to be culturally responsive and approach clients who are from different racial, socio-economic, and ethnic communities with respect and openness; develop social and cultural communication competences of children and youth; promote interprofessional collaboration ensuring democratic manner of communication and decision making; endeavour that shared knowledge and skills of social services providers and consideration the service user in a holistic way will allow influence the ways service for children, youth and their families are provided. Will be able to develop personal competencies: citizenship and responsibility, critical and system thinking, social justice, respect to human rights and diversity; pursue the personal and professional growth continuously building competences highly relevant for social work in rapidly changing world; apply creativity and innovations to deal with situations in professional activities employing an entrepreneurial mentality

Course contents:

Introduction. Study objectives, content, organization of study process, student's evaluation criteria. Requirements for presentation, field visit (case study), creative tasks plan and working on-line delivery.

Characteristics of informal youth groups. Civil and active youth. Disadvantaged youth groups with fewer opportunities. Youth subculture groups: prejudices and stereotypes. Socially excluded youth (disabled). Youth groups in risk.

Social, economic and spiritual Children and Youth empowerment. Youth discrimination based on religion or belief, age, disability, sexual orientation, on the grounds of race or ethnic origin. Youth engagement: forms and methods.

Socio-cultural work with children and youth groups: ways and characteristics. History of socio-cultural work with youth in Europe.

Peculiarities of recreational, socio-educational and artistic cultural practice. Creative thinking in Social work.

Public active youth in Europe. Social changes: conception of active participation; training approach of interactive learning. Development of social competences of the youngsters. Citizenship and responsibility. Cultural tolerance, social justice, equal opportunities and anti-discrimination training.

Youth with less opportunities and socio-cultural work.

Empowerment of young people with psychological, behavioral and psychiatric problems.

Social autonomy: choice, competence and skills of disabled youth. Day care centres for persons with disabilities. Peripheral regions youth.

Occupation importance working with risk youth groups. Youth employment and social problems. Prevention of violence and entertainment.

Leisure and quality of life. Recreational features in youth care institutions.

Creative arts and cultural activities for children and youth groups. Social functions of art: social integration processes and interaction with young people in artistic expression for change. The current concept of art therapy.

Art therapy and socialization opportunities for people with disabilities.

Exam / Recreational program

Recommended or required literature:

1. Bardauskienė, R.; Dromantienė, L.; Gudžinskienė, V.; Railienė, A.; Skučienė, D.; Šinkūnienė, J. R.; Žemaitaitytė, I. (2014). Social work with children and youth: intercultural and international aspect / Socio-cultural Empowerment of different Youth groups. Vilnius: Mykolas Romeris University, p. 244-292.
2. Dunne, A.; Ulicna, D. and oth. Working with Young People: the value of Youth work in the European Union (2014). Ed. by European commission, Brussels.
3. Hoggarth, L.; Merton, B.; Tyler, M. (2009). Managing Modern Youth Work: Empowering Youth and Community Work Practice. Great Britain: TJ International Ltd, Padstow, Cornwall.
4. Young, K. (2006). The Art of Youth Work. Russell House Publishing Ltd; 2nd edition.
5. Youth work practice (2010). Practical social work. Ed. by Tony Jeffs and Mark K. Smith. Basingstoke, New York (N.Y.): Palgrave Macmillan.
6. Rossman, J.R.; Schlatter, B.E. (2011). Recreation Programming: Designing and Staging Leisure Experiences. Sagamore Publishing LLC.
7. Bennett, P. (2010). Communication and culture: the essential introduction. London; New York: Routledge: Taylor & Francis Group.
8. Companion All different – all equal (2007). A campaign guide about education and learning for change in Diversity, Human Rights and Participation. Ed. Ellic Keen. Council of Europe Publishing: Directorate of Youth and Sport [www.alldifferent-allequal.info]
9. Creative approaches to health and social care education: knowing me, understanding you? (2010); ed. Coppock, Vicki and Bob Dunn. New York (N.Y.): Palgrave Macmillan.
10. Parrish, M. (2010). Social work perspectives on human behaviour / Margarete Parrish. Maidenhead: McGraw-Hill : Open University Press.
11. Scannell, M; Edward, E. Scannell (2010). The big book of team motivating games: spirit-building, problem-solving, and communication games for every group. New York (N.Y.): McGraw-Hill.

Language of instruction:

Slovak, English

Notes:**Course evaluation:**

Assessed students in total: 30

| A | B | C | D | E | FX |
|-------|------|------|------|------|-----|
| 83.33 | 6.67 | 3.33 | 3.33 | 3.33 | 0.0 |

Name of lecturer(s): doc. PhDr. Markéta Rusnáková, PhD.

Last modification: 10.08.2022

Supervisor(s):

Person responsible for the delivery, development and quality of the study programme:
prof. PaedDr. Vladimír Labáth, PhD.