Relational social work in cases of non-self-sufficiency and severe marginalisation

The course consists of three modules:

Module 1: Relational social work with people in conditions of poverty and severe marginalisation (Prof. M. L. Raineri)

Module 2: Relational social work with the elderly (Prof. F. Corradini)

Module 3: Relational social work with people with disabilities (Prof. M. Turati)

The exam mark is one for the three constituent course modules and will be assigned taking into account the assessment marks in equal measure.

## Module 1: Relational Social Work with People in Conditions of Poverty and Severe Marginalisation (Prof. Maria Luisa Raineri)

MODULE AIMS AND INTENDED LEARNING OUTCOMES

The purpose of the module is to develop in students the necessary skills in Social Work; this will be done according to the relational methodology with people in conditions of poverty and severe marginalisation, and through relational guidance functions at the system level, capturing the unique aspects and connections with some of the most advanced approaches and topics of contemporary social work, in particular, critical anti-oppressive and anti-discriminatory social work and user participation.

Starting with a framework of the main paradigms presented by the international literature for interpreting the phenomenon of poverty, students will be taught to identify the professional practices enabling them, on the one hand, to relationally guide people and families in the fight against poverty and, on the other, to coordinate teams of social workers and volunteers working in this area; they will also be able to evaluate and design services and interventions of collective value for the fight against poverty.

Intended Learning Outcomes

Knowledge and understanding: At the end of the course, students will be able to indicate the distinctive characteristics of highly structured and system-level relational guidance actions, as well as to analyse them in relation to real cases in the field of combating poverty and severe marginalisation. They will be able to identify any oppressive dynamics that intervene in the relationships between social workers and users, and indicate how relational facilitation constitutes a way to counteract them.

Ability to apply knowledge and understanding: At the end of the course, students will be able to design, coordinate and evaluate interventions and services aimed at people in poverty according to the Relational social work method. They will be able to read and interpret social problems concerning poverty from a critical and reflective perspective, able to understand not only personal and family life situations, but also the macro-processes and structural frameworks in which they are placed. Students will also be able to outline the basic project lines of interventions with a collective value aimed at combatting poverty and severe marginalisation, taking into account the multiplicity of actors who, at various levels, are involved in this area.

COURSE CONTENT

Part One: Introductory conceptual framework

1. The participation of service users and caregivers in the international debate and the connections with Relational Social Work.

1.1. The concepts of participation in Social Work according to the *service-led*, *needs-led*, *users-led* approaches.

1.2. Participate in what? The different areas of user and caregiver participation.

1.3. The dimensions of participation: intensity (Hart scale, Arnstein scale revisited for child protection); relevance at an individual and system level; different degrees of relationality.

1.4. From models to the field: the "traps" for participation.

1.5. Facilitating participation from the Relational Social Work perspective: low and high structure relational guidance; relational guidance at the system level.

3. Critical anti-oppressive Social Work in the international landscape and its connections with Relational Social Work.

3.1. Discrimination, power and oppression in the context of Social Work: introductory framework and conceptual articulations.

3.2. Articulation of N. Thompson's PCS model and examples with reference to some of the main forms of discrimination.

Part Two: Poverty Aware Paradigm and Relational Social Work

1. The main paradigms of poverty interpretation and their implications for the professional practice of Social Work: the conservative paradigm and the structural paradigm.

2. The principles of the *Poverty Aware Paradigm* (PA-P) in relation to relational social work: connections and distinctive points.

3. The relationship of help with people in conditions of economic poverty or severe marginalisation: recognition, rights, solidarity.

5. Doing research with people in poverty.

Part Three: Presentation and analysis of projects and testimonies

READING LIST

Thompson N., Anti-discriminatory practice: Equality, diversity and social justice. Palgrave Macmillan, London, 2016/2020.

Warren J., Service User and Carer Participation in Social Work. SAGE, London, 2007 (some chapters that will be shown in class).

Krumer-Nevo M., Speranza radicale. Lavoro sociale e povertà, Erickson, Trento, 2021.

Panciroli C., La ricerca partecipativa nello studio della povertà. Lo sguardo del Social Work, Erickson, Trento, 2019.

Lecture notes and texts used in the tutorials proposed in class will be available on the lecturer's Blackboard page.

Further in-depth materials will be indicated during the lectures on the lecturer's Blackboard page.

TEACHING METHOD

The module includes frontal lectures and short individual or small group tutorials.

ASSESSMENT METHOD AND CRITERIA

The final assessment for this module will cover the contents of the lectures, the reading list indicated in the programme, and the contents of the tutorials (which will be available on blackboard).

A written exam consisting of a paper based on a brief chosen from two or more alternatives, or on several (4-6) open-ended questions, mainly focused on brief analyses of operational situations. The time available will be approximately 120 minutes. The assessment will take into account the following criteria: relevance of the answers given; adequacy of the contents; completeness and articulation of the concepts expressed; clarity in the presentation, and grammatical, syntactical and lexical correctness. If deemed appropriate, the lecturer may request a brief oral supplementary exam, aimed at discussing or exploring in more dept any passages in the written task. The Module assessment will be marked out of thirty.

NOTES AND PREREQUISITES

Prerequisites

The contents of the module are in strict continuity with those of the Social Work Theory and Methodology course. Therefore, to benefit maximally from the lectures, it is necessary to have attended this course and have sufficient mastery of the related reading list.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.

## Module 2: Relational Social Work with the Elderly (Prof. F. Corradini*)*

COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course aims to provide students with the fundamental elements of social work with the elderly (*gerontological social work*). Through the presentation of the latest research on the subject and the discussion of case studies, tools will be provided for the evaluation and design of interventions and services aimed at the elderly according to the Relational Social Work approach.

Intended Learning Outcomes

Knowledge and understanding: At the end of the course, students will know the main issues related to social work with the elderly, reflect on the functions of operators, and possess tools for relational social work to address the main challenges posed by an ageing society.

Ability to apply knowledge and understanding: At the end of the course, students will be able to design, evaluate and coordinate interventions and services aimed at the elderly using Relational Social Work methods and tools. They will also be able to read, interpret and deal with the most current phenomena through a research-action approach.

Students will be able to acquire and evaluate the information needed to design interventions and services according to the ethical and methodological aspects of social work with the elderly and their families. They will know how to relate to different professionals, possessing specific assessment and design tools.

COURSE CONTENT

The course will cover the following topics:

* Ageism, inequalities and respect for human rights in old age.
* Social work with people who are not self-sufficient: work contexts and functions peculiar to social workers.
* Assessment, planning, implementation and verification of interventions and services for and with the elderly and their families. The functions of Case Management using the relational approach.
* The phenomenon of violence against the elderly.
* Caregiver needs and support pathways.
* Covid-19: the consequences for the elderly, their families and aid professionals.
* Conducting research with the elderly and their family members.

READING LIST

Corradini F., Raineri M.L., Avancini G. (2019) Il lavoro degli assistenti sociali con adulti e anziani non-autosufficienti: una ricerca esplorativa sugli interventi ben riusciti, Studi di Sociologia, No. 4, pp. 413-430.

Thompson N. (2016). Anti-discriminatory practice. London: Palgrave McMillan. (Chapter 5 – Ageism and alienation, pp. 108-128).

Folgheraiter F. & Raineri M.L., (2023) La relazione con Alter sofferente: Analisi degli atteggiamenti degli operatori sociali riguardo al Rispetto per le persone anziane (article made available by the lecturer).

Anand J. C., Donnelly S., Milne A., Nelson-Becker H., Vingare E. L., Deusdad B., & Pregno, C. (2022). The Covid-19 pandemic and care homes for older people in Europe - deaths, damage and violations of human rights. European Journal of Social Work, 25(5), pp. 804-815.

Keeling D. I. (2014). Homecare user needs from the perspective of the patient and carers: a review. Smart Homecare Technology and Telehealth, 2, pp. 63-76.

World Health Organization. (2021). Global report on ageism. World Health Organization (first 4 chapters).

ONE TEXT TO BE CHOSEN FROM THE FOLLOWING

Avancini G.Conoscere le prime fasi della demenza. Una ricerca partecipativa con anziani e caregiver, Trento, Erickson.

Corradini F. (ed.), (2021) La vita (e la morte) nelle strutture per anziani durante la pandemia. Una ricerca qualitativa in Emilia-Romagna, Trento, Erickson.

Corradini F., Raineri M.L., Avancini G.(2019), Il social work con le persone non autosufficienti. Una ricerca qualitativa sui “casi andati bene”, Trento, Erickson.

RECOMMENDED IN-DEPTH READINGS

Kitwood T. (2015), Riconsiderare la demenza, Trento, Erickson.

Further reading list indications and in-depth materials will be provided during the course.

TEACHING METHOD

The course includes frontal lectures, tutorials, small group discussions, and possible expert interventions.

ASSESSMENT METHOD AND CRITERIA

The final exam for this Module will cover the contents of the lectures, the reading list indicated in the programme and the materials published on the lecturer's Blackboard page.

The exam consists of two parts:

1. The student must produce a paper of up to 2,500 words on one of the topics covered in the chosen text. In the paper, they will have to critically discuss the topic, with particular attention to the operational implications. The paper must be delivered to the lecturer at least one week before the exam.
2. An oral exam in which the paper will be discussed and the student's preparation on the course reading will be verified. The assessment criteria will cover the student's knowledge of the contents, their ability to express these in operational contexts, and the clarity and correctness of their presentation both in written and oral form.

The final assessment will be expressed out of thirty and will be averaged with the other constituent course modules.

NOTES AND PREREQUISITES

Lecture attendance is strongly recommended. The module does not require any particular prerequisites.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.

## Module 3: Relational Social Work with People with Disabilities (Prof. M. Turati)

COURSE AIMS AND INTENDED LEARNING OUTCOMES

The module aims to provide students with the fundamental elements of social work with adults with disabilities using the Relational Social Work approach, seeking to overcome a perspective of disability as solely a pathology, typical of the dominant clinical paradigm. Through the activities described in the teaching section, the module aims to offer students useful methodological tools and theoretical references for the professional practice of social aid for people with disabilities and their families.

Intended Learning Outcomes

Knowledge and understanding: At the end of the module, students will know the main approaches for addressing the topic of disability, both in terms of historical evolution and the theoretical and conceptual paradigms; they will know the fundamental elements underlying the organisation of the social-healthcare service system aimed at people with disabilities, and the functions of social workers within the latter. They will acquire the methodological tools of Relational Social Work to action and design interventions and services that include a high degree of participation of individuals and families.

Ability to apply knowledge and understanding: At the end of the module, students will be able to design, evaluate and coordinate interventions and services aimed at adults with disabilities using the methods and tools of Relational Social Work, aimed at promoting the empowerment and self-determination of people.

Autonomy of judgment and learning ability: Students will be able to grasp the ethical implications of the dynamics of aid, with particular reference to the relationship between operators and people with disabilities; this ability appears fundamental for a conscious and reflective professional practice that promotes the participation of people with disabilities.

COURSE CONTENT

The module will cover the following topics:

* The historical evolution of the concept of disability and its definitions
* Disability studies: from the medical paradigm/social paradigm to the human rights paradigm
* Social work with people with disabilities: elements of the organisation of welfare services and the functions of social workers
* Designing interventions and services from a participatory perspective: the unique aspects of the support relationship with people with disabilities
* The life project as a tool of social work: the quality of life approach
* The role of family in the journey of an adult with disabilities
* Doing research with people with disabilities

READING LIST

Cottini L., Fedeli D., Zorzi S. (2016). Qualità di vita nella disabilità adulta. Trento: Erickson.

Shakespeare T. (2017). Disabilità e società. Diritti, falsi miti, percezioni sociali. Trento: Erickson.

Schianchi M. (2021). Disabilità e relazioni sociali. Temi e sfide per l’azione educativa. Rome: Carocci.

RECOMMENDED IN-DEPTH READINGS:

Cottini L. (2016). L’autodeterminazione delle persone con disabilità. Trento: Erickson. (Part One: Chapters 1-2).

Kittay E. F. (1999). Love's labor. Essays on Women, Equality and Dependency. New York: Routledge.

Kittay E. F. (2019). Learning from my daughter: the value and care of disabled minds. Oxford University Press.

Marchisio C. M. (2019). Percorsi di vita e disabilità. Strumenti di coprogettazione. Rome: Carocci.

Lepri C. (2020). Diventare grandi. La condizione adulta delle persone con disabilità intellettiva. Trento: Erickson.

Thompson N. (2016). Anti-discriminatory practice. London: Palgrave McMillan. (Chapter 6 – Disability and social handicap).

Further reading indications and/or supplementary materials will be provided during the course.

TEACHING METHOD

The course includes in-depth theoretical lectures, discussions on specific topics, work in small groups, the application of theoretical concepts through case analysis, and interventions by experts (both professionals and experts by experience).

ASSESSMENT METHOD AND CRITERIA

The final exam for this module will cover the contents of the lectures, the reading list indicated in the programme and the materials published on the lecturer's web page.

The assessment will take place in written form by way of open-ended questions, aimed at ascertaining the student's knowledge and understanding of the topics covered and their ability to express a personal and critical reflection on the proposed contents. The open-ended questions will carry equal weight, for a total of thirty marks. If deemed appropriate, the lecturer may request a brief oral supplementary exam, aimed at discussing or exploring in more dept any passages in the written task.

The mark for the module will therefore be expressed out of thirty and will be averaged with the assessments for the other constituent course modules.

The assessment criteria will cover the student's ability to describe theoretical concepts, including a definition of their operational implications, and the clarity and correctness of their presentation. The appropriate use of specific terminology and the ability to identify conceptual links and open questions will contribute to the assessment.

NOTES AND PREREQUISITES

Course attendance, although not mandatory, is strongly recommended.

The teaching material produced during the course and any material useful for exam preparation will be made available online.

The module does not require specific prerequisites other than a general awareness of the meaning of interpersonal aid practices and a basic relational sensitivity.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.