Study subjects offered to students of the Erasmus exchange program in the 2024/2025 academic year

Faculty of Pedagogy and Social Work

Education and pedagogy

Code	Area	Title	ECTS
PedaPO51	Pedagogy	**Education of interests and work with talented children**	3
IzglRA56 PedaPO10	Pedagogy	**Teacher's practice I** **Teacher's practice II** (organized as one course)	3 3
PsihP502	Psychology	**Social psychology**	3
IzglPA27	Pedagogy	**Solutions of Inclusive and Special Education for Diversity**	6
PedaPO60	Sport pedagogy	**Health related physical activity**	3
			23

Social welfare, social work

Code	Area	Title	ECTS
CitiP276	Sociology/social assistance and social work organization	**Addiction prevention**	3
Soci4016	Sociology/social assistance and social work organization	**Social work with a group**	3
SociPA21	Sociology/social assistance and social work organization	**Psychosocial counseling in case management**	3
SociPA53	Sociology/social assistance and social work organization	**Professional ethics, competence and communication in social work management**	6
FilzPA16	Philosophy	**Religion, Spirituality and Worldview**	3

SociP092	Sociology/social assistance and social work organization	**Basics of Socialization**	**3**
SociRA01	Sociology/social assistance and social work organization	**Observation practice in social work institutions**	**3**
			30

Please note that some courses are limited to a certain number of participants and that course time can overlap

*Courses in this faculty above are organized separately only for Erasmus students.

**There is requirement of minimum 3 Erasmus students to organize the course.

***Students can also choose additional courses from other faculties that fits their specialization – IT, Computer Science, Math and Physics, Languages (English, French, German, Spanish)\, New media art and Design.

Descriptions

Title of the study course	**Education of interests and work with talented children**
Study programme(s) for which the study course is offered	Bachelor level Professional bachelor study program "Primary education teacher"
Status (Part A, B, C)	B

COURSE DEVELOPER(S)		
Name, surname	**Structural unit**	**Position, degree**
Linda Pavitola	FPSW	Professor, Dr.paed.
Total hours (1 CRP = 40 h)	80	
Number of lectures (1 lecture, seminar, practical and laboratory work = 2 hours) (full-time/part-time studies)	8	
Number of seminars or workshops (full-time/part-time studies)	8	
Number of laboratory works (full-time/part-time studies)	-	
Course level (1-4 - academic bachelor; 5-6 - academic master; 7- doctoral; P - professional)	P	
Form(s) of examination	Exam	

Prerequisites (title of the course, part of the program in which the course is to be acquired)	-
Scientific field / subsector	Educational sciences/Pedagogy
Aims of the course	To develop and improve pedagogical professional competence for understanding theoretical principles of diversity and identifying gifted children in the pedagogical process, learning both development peculiarities and needs and pedagogical strategies that can be used to develop abilities potential in education environment context.
Tasks of the course	1. Research and analysis of theoretical research findings, and possibilities for application in pedagogical practice.
	2. Investigation of the personality development features of the talented and gifted children and the peculiarities of the socialization process.
	3. Exploration of the educational strategies of gifted and talented learners and their possible application in the pedagogical process.
	4. To provide students with diverse experience of communication, research activities and discussions, reflecting the results of personal pedagogical activities.
Language of the course	English

STUDY COURSE OUTCOMES: KNOWLEDGE; SKILLS; COMPETENCES
Knowledge

Knowledge

1. Knows theoretical guidelines in the sense of the concept of giftedness and talent.

2. Understands the peculiarities and needs of emotional, social, physical, and intellectual development of talented and gifted children.

3. Knows and understands pedagogical approaches in organizing work with gifted and talented children.

4. Understands the basic principles and regularities of work organization in school and the choice of pedagogical means in accordance with the planned goal.

Skills

5. Ability to evaluate existing experience in pre-school education of gifted and talented children.

6. Ability to purposefully plan the study of children's individual development, learning, personality, and social development needs.

7. Skills to individualize and manage pedagogical activities in accordance with the implementation of learners' growth potential in pedagogical process.

Competence

8. Able to implement an innovative and mutually understanding-oriented pedagogical process, in accordance with the learner's individual development needs and learning outcomes.

9. Able to select and integrate various teaching methods and technologies in work with students with diverse intellectual opportunities purposefully and critically.

10. Able to recognize talented and gifted children.

11.	Able to critically reflect on one's own experience and the dynamics of professional competence development.

COURSE ANNOTATION (up to 300 characters)

The study course improves understanding and knowledge of the theoretical principles of giftedness and talent, as well as the identification and development of gifted and talented learners by integrating theoretical and practical knowledge of individual and differentiated approach into educational practice. The study course offers an opportunity to constructively evaluate the existing experience in a comparative aspect and offer innovative solutions and conceptual models of pedagogical work for implementation in educational practice.

COURSE PLAN AND CONTENT DESCRIPTION

Subject and sub-theme (state part division - part I; II… if the course is divided into several parts and there are several forms of examination)	Volume in hours (full-time/part-time studies)	Type (lectures, seminars, workshops, laboratory works) (full-time/part-time studies)
Talent and giftedness as an aspect of diversity. The concepts of giftedness, the essence of talent and the interrelation. Scientific research in Latvia and in the world, their results. Social and emotional development of talented and gifted learners and inclusion in the process of socialization.	8	Lectures, seminars
Factors promoting talent development - abilities, creativity, motivation, interest, personality, opportunities, etc. Characterization of talented learners and identification mechanisms.	6	Lectures, seminars
Educational needs of gifted and talented students and their provision. Teachers and parents as partners in providing educational needs, public involvement. Methods and techniques of working with talented and gifted children. Individualization and differentiation. Stereotypes.	10	Lectures, seminars
Aspects of professional competence development in work with talented learners. Possibilities of creating individual programs. George Betts model. Talent-supporting educational institution culture.	8	Lectures, seminars

STUDENT INDEPENDENT WORK

Topics of independent work	Tasks of independent work	Volume in hours (full-time/part-	Expected outcomes, competences to be acquired

		time studies)	
Analysis of biographical aspects of talented personalities	• Choose a person who has discovered and proven their talent. • Analyze aspects of his/her talent development process based on theoretical findings and models. • Describe the criteria / conditions according to which the talent was noticed and recognized. Essay - volume 3 pages.	10	1.; 2.; 6.; 10.
Methods and techniques of working with talented and gifted students.	Creating a dictionary of methods. Illustrate methods with examples of good practice that characterize pedagogical approaches to work with gifted and talented students.	12	3.; 4.; 9.
Results of scientific research on talent development - preparation and presentation of the chosen topic.	• Choose a topical issue in your professional practice that requires in-depth research and that could be offered for the professional development of teachers. • Based on scientific literature and sources, reveal the topic by creating a presentation of 10-15 minutes. • Reveal both theoretical and practical aspects of the chosen topic in the presentation and include questions for colleagues.	26	5.; 7.; 8.; 11.

Requirements for obtaining CRP	Work in lectures and seminars - 20% Analysis of biographical aspects of talented personalities - 20% Methods and techniques - 20% Research and presentation of the chosen topic - 40%
Basic literature	• Christopher Meidl, Louise Ammentorp (2019). *Impactful Practices for Early Childhood Teacher Educators*. Rowman & Littlefield. • Gifted Learners. A Survey of Educational Policy and Provision (2009). European Agency for Development in Special Needs Education.

	- Jennifer Lee Quattrucci (2019). *Educate the Heart: Screen-Free Activities for Grades PreK-6 to Inspire Authentic Learning.* Rowman & Littlefield. - Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2011). Rethinking Giftedness and Gifted Education: A Proposed Direction Forward Based on Psychological Science. *Psychological Science in the Public Interest, 12*(1), 3-54. doi:10.1177/1529100611418056
Additional literature	- Amanda Alzena Sullivan (2019). *Breaking the STEM Stereotype: Reaching Girls in Early Childhood.* Rowman & Littlefield. - Plucker, J. A., & Callahan, C. M. (2014). Research on Giftedness and Gifted Education: Status of the Field and Considerations for the Future. *Exceptional Children, 80*(4), 390-406. doi:10.1177/0014402914527244 - Renzulli, J. The three-ring conception of giftedness: a developmental model for creative productivity. *In: Conceptions of giftedness*. Edited by R. J. Sternberg, J. E. Davidson. New York: Cambridge University Press. 1986. pp. 53-92. - Tan, A.-G. (Ed.). (2013). *Creativity, Talent & Excellence.* London: Springer. - Watters, James Joseph & Diezmann, Carmel M. (2013) Starting small : a staged approach to professional development in gifted education. *Australasian Journal of Gifted Education*, 22(2), pp. 5-17. Available at: http://eprints.qut.edu.au/67912/
Periodicals, Internet resources and other sources	Providing Curriculum Alternatives To Motivate Gifted Students http://www.kidsource.com/education/motivate.gifted.html Effective provision for gifted and talented in primary education http://www.education.gov.uk/publications//eOrderingDownload/GTPrimary.pdf Journal for the Education of the Gifted Gifted and Talented International http://www.talented.org.au

Course title	**Pedagogical Practice (Teacher's practice I, II)**
Study programme(s) in which study course if offered	Bachelor level
Status (Part A, B, C)	B

COURSE DEVELOPER(S)		
Name, surname	**Structural unit**	**Position, degree**
Jana Grava Maija Rocane	FPSW	Prof., Dr.paed. Assist.prof., Dr.paed.
Total number of hours (1 CRP = 40 h)	160	

Number of lectures (1 lecture, seminar, practical and laboratory work = 2 hours) (full-time/part-time studies)	1
Number of seminars or workshops (full-time/part-time studies)	5
Number of laboratory works (full-time/part-time studies)	-
Course level (1-4 – academic bachelor; 5-6 – academic master; 7- doctoral; P – professional)	P
Form(s) of examination	Exam
Prerequisites Knowledge (title of the course, part of the program in which the course is to be acquired)	Pedagogy, Psychology, Didactics
Scientific field / subsector	Educational sciences/ Pedagogy
Aims of the course	The aim of the course Is to develop the teacher's professional competence – to test theoretical knowledge in practice, to improve the skills of planning and organizing the pedagogical process and familiarize with the education institution and to understand it as a micro-system –an education, upbringing and working place for children and adults, its connection to other micro-systems and society in general.
Tasks of the course	1. To understand the learning process in educational institution. 2. To understand the pedagogical goals of learning subjects / areas, planning, management. 3. To plan, organize, manage, and evaluate the learning process in lessons. 4. Evaluate students' learning achievements and their dynamics. 1. Analyze one's own activities and perform self-assessment.
Language of the course	English

STUDY COURSE OUTCOMES: KNOWLEDGE; SKILLS; COMPETENCES

Knowledge
1. Understanding of the planning, organization and evaluation of the study process of the subject / area.

Skills
2. Promotes the development of students' cognitive and social skills and discuss students' learning achievements and dynamics in subject areas.
3. Evaluates the effectiveness of study work and improvements in the study process.
4. Observes and documents observations in the practice diary.
5. Evaluates one's observations, feelings and reflections and interprets them in relation to the acquired theory.
6. Presents the lessons learned during the internship.

Competence
7. Able to self-analyze the results of the activities and develop an improvement plan.

STUDY COURSE ABSTRACT (up to 300 characters)

During the observation practice students familiarize themselves with the education institution and understand it as a micro-system – an education, upbringing and working place for children and adults, its connection with other micro-systems and society in general, influence of its geographic and social environment on children's development in entirety.

During the practice, students, in cooperation with the teacher-internship supervisor, observe lessons in one of the classes. Evaluates observations, feelings and reflections and interprets them in relation to the acquired theory. Students prepare practice documentation and present the materials.

COURSE PLAN AND CONTENT DESCRIPTION

Subject and sub-theme (state part division – part I; II… if the course is divided into several parts and there are several forms of examination)	Volume in hours (full-time/part-time studies)	Type (lectures, seminars, workshops, laboratory works) (full-time/part-time studies)
Introductory seminar. Content and organization of practice. Practice tasks.	2	Lecture
1st seminar. Reflection on the learning process.	2	Seminar
2nd seminar. Discussion on the implementation of learning activities in the place of practice.	2	Seminar
3rd seminar. Reflection on the learning process.	2	Seminar
4rth seminar. Discussion on the implementation of learning activities in the place of practice.	2	Seminar
Closing seminar. Evaluation of practice.	2	Seminar

STUDENT INDEPENDENT WORK

Topics of independent work	Tasks of independent work	Volume in hours (full-time/part-time studies)	Expected outcomes, competences to be acquired
Observe lessons, evaluate observations, feelings, and reflections and interpret them in relation to the acquired theory. Prepare practice portfolio and present the materials.		148	1.-7.

Requirements for obtaining CRP	Study of upbringing and education process of the educational institution – 25%
	Study of the education institution's geographic and social environment 25%
	Personal goal implementation – 10%

	Development of a practice diary – 5%
	Self-evaluation as an indicator of professional identity – 10%
	Portfolio – 25%
Basic literature	Dann, R. (2002). *Promoting Assessment as Learning: Improving the Learning Process*. London & New York: Routledge Falmer (Google Books) Hopkins, D. (2002). *A Teacher Guide to Classroom Research*. Open University Press.
Additional literature	Course materials
Periodicals, Internet resources and other sources	Course materials

Course title	Social Psychology
Study programme(s) in which study course if offered	Basic studies
Status (Part A, B, C)	

Credits; CRP division in semesters, if the course has several parts	2	**European Credit Transfer and Accumulation System (ECTS)** 1 CRP = 1,5 ECTS	3

COURSE DEVELOPER(S)		
Name, surname	**Structural unit**	**Position, degree**
Lasma Latsone	PSDF	Associate professor
Total number of hours (1 CRP = 40 h)	80	
Number of lectures (1 lecture, seminar, practical and laboratory work = 2 hours) (full-time/part-time studies)	8	
Number of seminars or workshops (full-time/part-time studies)	8	
Number of laboratory works (full-time/part-time studies)		
Course level (1-4 - academic bachelor; 5-6 - academic master; 7- doctoral; P - professional)	1-4	
Form(s) of examination	exam	
Prerequisites Knowledge (title of the course, part of the program in which the course is to be acquired)	Not needed	

Scientific field / subsector	Psychology
Aims of the course	To form an understanding of how individual or group behaviour is influenced by the presence and behaviour of others and how and why people's perceptions and actions are influenced by environmental factors, such as social interaction.
Tasks of the course	1. To provide knowledge about the main concepts of social psychology, terminology. 2. To develop students' skills and abilities based on theory, increasing professional competencies and inclusive thinking.
Language of the course	English

STUDY COURSE OUTCOMES: KNOWLEDGE; SKILLS; COMPETENCES
As a result of studies, students: Will be able to analyse and evaluate aspects of their attitudes, their self-esteem and dynamics of its development in a social context. Will strengthen ability to act in a tolerant way; Will have ability to better understand and evaluate themselves and society, deepening the knowledge of personality socialization. Will be able to practically apply theoretical knowledge in professional activities and real-life situations.

STUDY COURSE ABSTRACT (up to 300 characters)
The course is oriented towards enhancing students' comprehension and competences about social phenomena at different levels: individual, small groups and big groups (crowds). The nature of social psychology will be discussed, as well as attitudes, relationships and social behavior, stressing the application of theoretical knowledge in practice

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COURSE PLAN AND CONTENT DESCRIPTION

Subject and sub-theme (state part division - part I; II… if the course is divided into several parts and there are several forms of examination)	Volume in hours (full-time/part-time studies)	Type (lectures, seminars, workshops, laboratory works) (full-time/part-time studies)
1.Introduction. Terminology, research methodology, overview of topics	2	Lecture
2.Social perception, attribution, cognition, decision-making in social contexts. Interaction of people in society	2 2	Lecture Seminar
3. Holistic approach. Attention, perception, structure of memories, thinking processes. Social cognition theories	2 2	Lecture Seminar

4. Conformity, social influence, submission. Social penetration theory.	2	Lecture
	2	Seminar
5. Attitudes, Change of attitudes, behaviour, Persuasion theory. Stereotypes and prejudices	2	Lecture
	4	2 Seminars
6. Socialization. Resocialization. Prosocial behaviour Small group psychology. Mass, crowd psychology.	4	2 Lectures
	2	Seminar
7. Manipulation. Bossing. Mobbing. Social theories on intimacy, love, friendship, and aggression. (A.Bandura's Social learning theory; G. Kelly's Personal construct theory)	2	Lecture
	2	Seminar
8. Summary and application of theiories in practice	2	Seminar

STUDENT INDEPENDENT WORK			
Topics of independent work	**Tasks of independent work**	**Volume in hours (full-time/part-time studies)**	**Expected outcomes, competences to be acquired**
Why I am who I am?	Reflection on one's own personality, formation of values, attitudes, recognising the influence of personal and social factors	8	In-depth knowledge about oneself. This knowledge is needed for understanding of social processes as well as person's place and role in the social processes
Reading report	Read a popular-scientific book (of choice) on a topic related to any aspect of social psychology, following the guidelines provided (volume of the paper - 3 pages)	15	Exploration of literature related to social psychology; critical analysis of literature
Final essay	Research paper (theory + practical application) (7 pages)	25	Improved research skills; in - depth knowledge, critical analysis

Requirements for obtaining CRP	Assignments for independent work, their presentation – 30% Active participation in seminars and discussions – 30% Development of final paper and its presentation - 40%
Basic literature	Franzoi, S. L., & Oswald, D. (2021). *Social Psychology* (8th ed.). Redding, CA: BVT Publishing. Greenberg, J., Schmader, T., Arndt, J., & Landau, M. (2015). Social Psychology: The Science of Everyday life. New York: Worth Publishers.
Additional literature	Amin, A. et all. 2018. Addressing Gender Socialization and Masculinity Norms Among Adolescent Boys. *The Journal of Adolescent Health*, 2018 Mar; 62(3 Suppl): S3–S5

	Gruman, J. A., & Saks, A. M. (2018). *E-socialization: The problems and the promise of socializing newcomers in the digital age.* In J. H. Dulebohn & D. L. Stone, *Research in human resource management. The brave new world of eHRM 2.0* (p. 111–139). IAP Information Age Publishing. Grusec, J., Hastings, P. (eds.). 2016. Handbook of socialization: Theory and practice. Guilford press.
Periodicals, Internet resources and other sources	

Course title	**Solutions of Inclusive and Special Education** **for Diversity)**
Study programme(s) in which study course if offered	Basic studies
Status (Part A, B, C)	

COURSE DEVELOPER(S)		
Name, surname	**Structural unit**	**Position, degree**
Dina Bethere Lāsma Latsone	PSDF PSDF	Professor, Dr. paed. Associate professor, Ph.D.
Total number of hours (1 CRP = 40 h)	160	
Number of lectures (1 lecture, seminar, practical and laboratory work = 2 hours) (full-time/part-time studies)	16	
Number of seminars or workshops (full-time/part-time studies)	16	
Number of laboratory works (full-time/part-time studies)		
Course level (1-4 - academic bachelor; 5-6 - academic master; 7-doctoral; P - professional)	1-4	
Form(s) of examination	Exam	
Prerequisites Knowledge (title of the course, part of the program in which the course is to be acquired)		
Scientific field / subsector	Education	
Aims of the course	To develop students' understanding of various aspects of inclusive education, to provide knowledge both theoretically and practically for how to work effectively in a modern inclusive group - independently or in	

	collaboration with colleagues in order to create a supportive learning environment, as well as plan and implement an inclusive learning process. The learning outcomes to be achieved through the implementation of every child's right to education.
Tasks of the course	1.To create an understanding of the basic concepts necessary for the acquisition of the course in the context of inclusive education, special education and intercultural education;
	2. To promote students' understanding of the conditions for creating an inclusive environment, social inclusion, planning individually and in cooperation with colleagues to ensure a supportive environment;
	3. To promote students' understanding of the necessary inclusive planning of the learning process, setting specific results to be achieved for each learner and choosing appropriate methods, techniques, tools and resources, individualizing and differentiating, implementing assessment;
	4. To develop students' skills to use the normative documents of the Republic of Latvia in the education of children with difficulties, to support the education of children of third-country nationals, re-migrants and minorities;
	5. To form students' understanding and develop skills to systematically assess the learner's individual development, learning styles, personality, social growth needs, as well as difficulties in the learning process;
	6. To promote students' understanding of the competence and personal qualities necessary for a teacher when working with children from ethnic minorities.
Language of the course	English

STUDY COURSE OUTCOMES: KNOWLEDGE; SKILLS; COMPETENCES

Knowledge

1. Understanding of inclusive, special and intercultural education and related basic concepts.

2. Understanding of creating a supportive inclusive environment and social inclusion.

3. Understanding of inclusive pedagogy: planning of inclusive learning process, differentiated results to be achieved, implementation of differentiation using various teaching methods, understanding of assessment in inclusive classroom.

4. Understanding of the hierarchy of normative documents and possibilities to promote the right to education and growth of every child, but especially children with special needs.

5. Understanding of the learner's diverse needs for individual development, learning, personality, and social growth and possible difficulties in the learning process, special needs and their pedagogical identification.

6. Understanding of curriculum adaptation, modification, support measures, research-based pedagogical techniques in working with children with learning, behavioral, social and emotional difficulties, minority children, children with migration experience.

 7. Understanding of the competences and personal qualities necessary for a teacher when working with children with migration experience, children from ethnic minorities, and the limits of the teacher's competence, in cooperation with support specialists inside and outside the educational institution, as well as parents.

Skills

8. To recognize the implementation models of inclusive education at the school and class level.

9. To plan individually or in cooperation with colleagues the necessary measures for creation of inclusive learning environment, promoting the development of an emotionally and physically safe, learning-friendly environment.

10. To plan an inclusive learning process and environment, setting differentiated achievable results, if necessary, specific achievable results for each learner and choosing appropriate methods, techniques, tools and resources for differentiating the learning process.

11. To be able to use normative documents to support children with social, emotional, behavioral and learning difficulties, support their right to education.

Competence

12. Ability to create an inclusive, intellectually stimulating, emotionally and physically safe, collaborative learning environment that meets the needs of the learner's learning and development.

13. Ability to defend one's point of view in presentations and discussions, to integrate the knowledge and skills acquired in the course into practical work, to plan, implement and evaluate, consciously reflecting on one's professional development.

STUDY COURSE ABSTRACT (up to 300 characters)

Within the course, various aspects of inclusive education are actualized, emphasizing the development of inclusive, intellectually stimulating, emotionally and physically safe, collaborative learning environment that meets the needs of the learner's learning and development. The course includes the planning and implementation of an inclusive learning process in accordance with the needs of the learner's individual development and the desired learning outcomes, implementing the right of each child to receive education.

COURSE PLAN AND CONTENT DESCRIPTION

Subject and sub-theme (state part division - part I; II… if the course is divided into several parts and there are several forms of examination)	Volume in hours (full-time/part-time studies)	Type (lectures, seminars, workshops, laboratory works) (full-time/part-time studies)
1. Inclusive, special education and intercultural education, basic concepts Hierarchy of inclusive education: inclusive education, integration, segregation, isolation. Aims and tasks of special education.	4 4	2 Lectures 2 Seminars
Intercultural education. Intercultural dialogue in education. Inclusive education at macro, mezo, micro levels. Identifying the main barriers to inclusive education.	4 4	2 Lectures 2 Seminars
2. Inclusive school and group, creating an inclusive and supportive learning environment in the classroom. Brief description of the inclusive school and group. Index for inclusive education. Social inclusion, conditions for	4 4	2 Lectures 2 Seminars

creating an emotionally, physically safe, intellectually stimulating learning environment.		
Factors influencing intercultural communication. Verbal and non-verbal communication. Characterization of intercultural conflicts. Types of conflict resolution. Intercultural dialogue. Polylogs (FM / Wimmer). Symptoms and stages of culture shock. "W" curve culture shock model. Cultural stress.	4 4	2 Lectures 2 Seminars
3. Inclusive pedagogy Characteristics of inclusive pedagogy. Inclusive learning process planning. Individualization as a goal of education. Differentiated results to be achieved. Differentiated learning process organization. Flexibility and plasticity in the organization of the learning process, selection and use of various teaching methods. Assessment in an inclusive group. Modeling, evaluation, improvement of inclusive lessons / lessons.	4 4	4 Lectures 4 Seminars
4. Intercultural education The essence of culture. Cultural dimensions (eg Iceberg concept), cultural dimensions, elements, levels, etc. of G. Hofstede. Cultural universalism and cultural relativism. What is culture? How does culture affect our thinking, decision making? Analysis of cultural dimensions. Discussion on cultural universalism and cultural relativism.	4 4	2 Lectures 2 Seminars
5. Aspect of inclusive education law Hierarchy of normative documents in the aspect of children's rights. The right to education. The right of children with special needs to school support and services. Case study analysis.	4 4	2 Lectures 2 Seminars

STUDENT INDEPENDENT WORK			
Topics of independent work	**Tasks of independent work**	**Volume in hours (full-time/part-time studies)**	**Expected outcomes, competences to be acquired**
1. "For and Against Inclusive Education"	Prepare the review "For and against inclusive education". Students select and get acquainted with information and theoretical literature, prepare for the discussion. Collaborate in pairs, groups or work individually.	**28**	1, 2, 3, 4, 5, 7, 8, 12, 13.
2. Modeling inclusive learning process	Students work independently, select content and methodological materials for modelling an inclusive lesson, analyse	**18**	2, 3, 6, 8, 9, 11, 13.

	examples of practice, creating an inclusive lesson plan.		
3. "Court hearing"	Individually, in pairs or in groups, the selection and analysis of normative documents is performed, preparation for the court hearing, preparing a defence speech on the specific case of practice.	**10**	4, 10, 13.
4. Final paper: Research paper	In-depth research on selected topic, referring to sources and linking to application of theory to practice (10 pages)	40	Improved research skills; in-depth knowledge, critical analysis

Requirements for obtaining CRP	Assignments for independent work, their presentation – 30% Active participation in seminars and discussions – 30% Final paper and its presentation - 40%
Basic literature	1. Banks, J.A. (2018). *An Introduction to Multicultural Education* (6th Edition) (What's New in Foundations / Intro to Teaching) 6th Edition. Pearson. 2. *The SAGE Handbook of Special Education.* (2007). Ed. Florian, L. 2e.SAGE.
Additional literature	**1.** Crutchfield, J., Schewe, M. (2017). *Going Performative in Intercultural Education: International Contexts, Theoretical Perspectives and Models of Practice* (Languages for Intercultural Communication and Education). Multilingual Matters, Bristol. 2. Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice* (Multicultural Education Series) 3rd Edition.Teachers College Press, New York. 3. Lee, A. (2017). *Teaching Interculturally: A Framework for Integrating Disciplinary Knowledge and Intercultural Development*. Stylus Publ., Virginia. 4. Nieto, S., Bode, P. (2018). *Affirming Diversity: The Sociopolitical Context of Multicultural Education* (7th Edition) (What's New in Foundations / Intro to Teaching). Allyn & Beacon 5. Tomlinson, C., Brimijoin, K., & Narvaez, L. (2008). *The Differentiated School: Making Revolutionary Changes in Teaching and Learning*. Alexandria, VA: Association for Supervision and Curriculum Development. 6. Tomlinson, C. A. & Moon, T. R. (2013). *Assessment and Student Success in a Differentiated Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development. 7. Tomlinson, C. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms* (2nd Edition). Alexandria, VA: Association for Supervision and Curriculum Development. 8. Tomlinson, C., & Imbeau, M. (2010). *Leading and Managing a Differentiated Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

	9. 16.Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*, 2nd Edition. Alexandria, VA: Association for Supervision and Curriculum Development.
Periodicals, Internet resources and other sources	1. Intercultural Education 2. International Journal of Inclusive Education 3. International Journal of Multicultural Education 4. Journal of Research in Special Educational Needs

Course title	**HEALTH RELATED PHYSICAL ACTIVITY**
Study programme(s) in which study course if offered	Elective subject
Status (Part A, B, C)	C

COURSE DEVELOPER(S)		
Name, surname **Helēna Vecenāne**	**Structural unit** **FPSW**	**Position, degree** **PhD, associate professor**
Total number of hours (1 CRP = 40 h)	80	
Number of lectures (1 lecture, seminar, practical and laboratory work = 2 hours) (full-time/part-time studies)	2	
Number of seminars or workshops (full-time/part-time studies)	14	
Number of laboratory works (full-time/part-time studies)	0	
Course level (1-4 - academic bachelor; 5-6 - academic master; 7- doctoral; P - professional)	P	
Form(s) of examination	Exam	
Prerequisites Knowledge (title of the course, part of the program in which the course is to be acquired)	Not required	
Scientific field / subsector	Educational sciences/ physical education and sport	
Aim of the course	Promoting students' health, creating awareness about health-promoting physical activities. To improve the level of physical fitness of students and to learn the skills and abilities of performing diverse combinations of movements.	

Tasks of the course	1. To introduce the Pilates exercise system, its basic exercises and technical performance.
	2. Practicing basic Pilates exercises. Develop physical abilities (strength, coordination, balance and flexibility), stabilize posture, improve movement skills, improve general well-being.
	3. To introduce the health-promoting aspects of functional aerobics.
	4. The basic exercises of functional aerobics workouts.
Language of the course	The English language

STUDY COURSE OUTCOMES: KNOWLEDGE; SKILLS; COMPETENCES

Knowledge: About Health-related physical activity. Pilates and functional aerobics basics movement principles.
Skills: independently perform Pilates and functional aerobic exercises to maintain their health and physical fitness, in accordance with their physical fitness.

Will be able: independently use Pilates and functional aerobic exercises to maintain his/her own health and physical shape.

STUDY COURSE ABSTRACT (up to 300 characters)

Basic principles of Pilates and Functional aerobics. Exercise intensity, load control. Use of different equipment in Pilates and functional aerobics classes. Practical acquisition of Pilates and Functional aerobic workouts.

COURSE PLAN AND CONTENT DESCRIPTION

Subject and sub-theme (state part division - part I; II… if the course is divided into several parts and there are several forms of examination)	Volume in hours (full-time/part-time studies)	Type (lectures, seminars, workshops, laboratory works) (full-time/part-time studies)
1. Health promoting physical activities .	2	L
2. Pilates for beginners (pre-Pilates). Basic exercises	3	S/W
3. Pilates exercise complexes.	3	
4. Functional aerobics for comprehensive physical fitness and health promotion:	8	
1. Learning basic exercises.		
2. Medium and high intensity interval training.		

STUDENT INDEPENDENT WORK

Topics of independent work	Tasks of independent work	Volume in hours	Expected outcomes, competences to be acquired

		(full-time/part-time studies)	
1.Basic principles of health-promoting physical activity	Get to know the basic principles of pilates and functional aerobics.	6	Determine own optimal physical load
2.Practice independently and strengthen yourself in the practical movement skills and abilities learned in the lessons	Exercise independently in an optimal load corridor suitable for you.	26	The skill of self-control of physical exertion.
3.Health promoting aspects of Pilates and Functional aerobics	Analyze your daily life, make adjustments if necessary, draw up an optimal monthly plan for strengthening your physical and mental health	16	Will be able to self-directedly take care of the stability of physical and mental health

Requirements for obtaining CRP	1) Lectures and seminars - 85% 2) Self-analysis of own health and fitness - 15% Students take the final examination only if they have passed all the intermediate examinations. The study course is evaluated at the end of the course on a 10 point scale in accordance with the Cabinet of Ministers of the Republic of Latvia Regulations No.141, No.512, No.240 and in accordance with LiepU "Regulations on Study Course/Module Examinations" (approved at the LiepU Senate meeting on 20.05.2013, Minutes No. 11) based on the following criteria: the amount and quality of acquired knowledge, acquired skills and competence in accordance with the planned study results.
Basic literature	1. Ellsworth, A.(2009). Pilates anatomy. Hinkler Books Pty Ltd. 160 pp 2. Robbins, G., Powers, D., Burgess, S. A. (2011). Wellness way of life. McGraw-Hill, , 9/e , Higher Education. 3. DeFrancesco, C., Inesta, R. (2018). Principles of Functional Exercise. Westchester. Sports&Welleness. Pieejams: https://educacaofisicaaefcps.files.wordpress.com/2018/07/principles_of_functional_exercise.pdf
Additional literature	1. Kaya,B.K., Alpozgen, A., Z. (2022). Comparing the Cognitive Functioning Effects of Aerobic and Pilates Exercises for Inactive Young Adults: A Randomized Controlled Trial. Perceptual and Motor SkillsVolume 129, Issue 1, February 2022, Pages 134-152. https://doi.org/10.1177/00315125211051178 2. Dan Lv, Shizhan Yan (2023). Effects of pilates on aerobic performance of college students. *Rev Bras Med Esporte.* https://doi.org/10.1590/1517-8692202329012023_007

Periodicals, Internet resources and other sources	1.Brommer, J.E.(2000). The evolution of fitness in life-history theory. Pieejams: http://www.ncbi.nlm.nih.gov/pubmed/11034016
	2.Pilates mat basic movements. (n.d.). Pieejams: https://www.verywell.com/the-first-10-pilates-mat-exercises-and-more-2704611
	3.Austin, D. (n.d.). Total Body Pilates Challenge. Pieejams: https://www.youtube.com/watch?v=8GurTMB_4bc
	4.Classic Pilates Matserie - Original 34 exercises. Pieejams: https://www.youtube.com/watch?v=q7ZJ-Q7NwJc
	5.Industry Insider: Will the Real Pilates Please Stand Up. Pieejams: http://pilates.about.com/od/A-Pilates-Story/fl/Industry-Insider-Will-the-Real-Pilates-Please-Stand-Up.htm
	6.Pilates oefeningen - COMPLETE WORKOUT - doe live mee! Pieejams: https://www.youtube.com/watch?v=bUIcFv4YdaM
	7.Aerobics dictionary. (n.d.). Pieejams: http://www.turnstep.com/Moves/
	8.Basic aerobics dance steps. Skatīts 2016.g.20.sept. Pieejams: http://www.livestrong.com/article/315029-basic-aerobic-dance-steps/
	9.Aerobic gymnatics an information guide. (2015). Pieejams: http://www.gymnasticsontario.ca/wp-content/uploads/2012/07/Aerobic-Gymnastics-Information-Guide.pdf

Title of the study course	**Addiction prevention**
Study programme(s) for which the study course is offered	Professional Master's study program "Social Work Management" (1 year 5 months); Professional Master's study program "Social Work Management" (2 years)
Status (Part A, B, C)	B3 Social worker for work with dependent and co-dependent persons

Number of credit points; Distribution of CRP by semester if the course has several parts	3	Extent of the European Credit Transfer and Accumulation System (ECTS) 1 CRP = 1,5 ECTS	4,5

COURSE DEVELOPER(S)		
Name, surname	**Structural unit**	**Position, degree**
Madara Lapsa	FPSW	Prof.mg.soc.d,, mg.paed., mg.sc.educ., mg.oec.
Svetlana Lanka		Mg.sc.educ.
Total hours (1 CRP = 40 h)	120	
Number of lectures (1 lecture, seminar, practical and laboratory work = 2 hours)	8 (16 hours)	

Number of seminars or workshop	10 (20 hours)
Number of laboratory works	
Course level (1-4 - academic bachelor; 5-6 - academic master; 7- doctoral; P - professional)	5-6 P
Form(s) of examination	Examination
Prerequisites (title of the course, part of the program in which the course is to be acquired)	Not necessary
Scientific field / subsector	
Aims of the course	The aim of the course is to develop an understanding of addiction prevention and its place in the health care system and the overall scheme of recovery from addiction, as well as to gain knowledge and practical skills in planning and evaluating science-based prevention programs.
Tasks of the course	1) To provide knowledge about the basic principles of addiction prevention and health promotion, behavior change models; 2) To provide knowledge about planning the possibilities of addiction prevention programmes at different levels of prevention, in different environments and for different groups of society; 3) To enable the acquisition of competencies to identify risk factors for addiction in different environments and to plan appropriate health promotion projects.
Language of the course	Latvian

STUDY COURSE OUTCOMES: KNOWLEDGE; SKILLS; COMPETENCES

Students get an idea about the public health system and the order of disease prevention organization, levels of addiction prevention. Students are familiar with the basic principles of good practice, planning, implementation and evaluation of addiction prevention programmes in different environments for different groups. Students are able to plan, develop and evaluate a scientifically based addiction prevention programme.

COURSE ANNOTATION (up to 300 characters)

In the study course, students will have the opportunity to acquire knowledge about addiction prevention in general, as well as about certain programmes and interventions suitable for specific target groups and environments. The study course will provide conditions for practical planning and implementation of addiction prevention programmes. Students will have the opportunity to develop skills in independent analysis of scientific literature, drawing conclusions and presenting the obtained results.

COURSE PLAN AND CONTENT DESCRIPTION

Subject and sub-theme	Volume in hours	Type (lectures, seminars, workshops, laboratory works)

Public health in Latvia	4	Lecture, seminar
Organization and implementation of disease prevention in Latvia	4	Lecture, seminar
Primary, secondary and tertiary prevention	4	Lecture, seminar
Universal, selective and indicative addiction prevention	4	Lecture, seminar
Model of risk and protective factors	4	Lecture, seminar
Planning, implementing and evaluating an effective addiction prevention programme	4	Lecture, seminar
Addiction prevention programmes implemented in different environments (school, family, entertainment venues, community)	4	Lecture, seminar
Public information addiction prevention programmes	4	Lecture, seminar
Harm reduction programmes as addiction prevention measures	4	Lecture, seminar

STUDENT INDEPENDENT WORK

Tasks of independent work	Tasks of independent work	Tasks of independent work	Expected outcomes, competences to be acquired
Implementation of national health promotion policy through local governments.	To get acquainted with the national guidelines for health promotion, understand and be able to justify the place of addiction prevention in a overall plan.	12	Understanding and knowledge of addiction prevention in the overall national health promotion plan.
Approaches to addiction prevention interventions.	To get acquainted with and understand the approaches in which addiction prevention programmes can be based: social skills, personal skills, knowledge of drugs, normative education, attitudes and values, alternatives to drug use, emotional education, peer education approach.	12	Ability to navigate the components of addiction prevention interventions.
Good practices in other countries.	To explore examples of good practice in other countries in the implementation of addiction prevention.	12	Knowledge of effective addiction prevention programmes and approaches applied elsewhere.

Informative materials.	To get acquainted with and evaluate the addiction prevention informative materials created for a certain type of addiction.	12	Knows the range of information materials available in the field of addiction prevention; is able to assess their compliance with the purpose.
Public information campaigns.	To get acquainted with addiction prevention public information campaigns; plan and implement one addiction prevention programme for a specific target group.	36	Acquired skills in the implementation of addiction prevention programmes; an addiction prevention campaign has been implemented.

Requirements for obtaining CRP	Participation in lectures and classes in person/online. Active participation in seminars, preparation and presentation of group work assignments and student's independent work. The presentation and the summary of the presentation highlight the most important points, strong conclusions about the topic or problem. Answers to the questions raised, conclusions on the achievement of goals are provided. The student's position (attitude) on the topic has been expressed. Attendance and active participation in seminars: analysis of the heard, formulation of questions, reasoning, dialogue with other members of the group. Feedback and self-reflection. Studying scientific literature. Execution of the examination paper at the end of the study course. Rating on a 10-point scale.
Basic literature	1. Eiropas Narkotiku un narkomānijas uzraudzības centrs. (2019). Eiropas profilakses programma: Rokasgrāmata lēmumu pieņēmējiem, viedokļu līderiem un politikas veidotājiem par zinātniski pierādītu atkarību izraisošo vielu lietošanas profilaksi. Lisabona: EMCDDA. 157. 2. EMCDDA. (2008). Prevention of substance abuse, EMCDDA Insights No 7. Lisbon: European Monitoring Centre for Drugs and Drug Addiction. 3. Karaškēvica, J. (2010). Latvijas veselības aprūpes sistēma: organizācija, reforma un mana līdzdalība. Rīga. 231. 4. Pelne, A., Pūgule, I., Pērkone, S., Sīle, L. (2010). Profilakses programmas novērtēšanas vadlīnijas. Rīga: Veselības ekonomikas centrs. 5. Veselības aprūpe Latvijā, 2013. Rīga : Medicīnas apgāds, 2013. 319 lpp. 6. Zavadskis, A., Lazdiņa, S., Pelne, A. (2017). Atkarību izraisošo vielu profilakse Latvijā 2017. gadā. Pētījuma gala ziņojums. Rīga: SPKC 7. Bühler, A., Thrul, J. (2015). Prevention of addictive behaviours doi:10.2810/993748 Updated and expanded edition of Prevention of substance abuse. Luxembourg: Publications Office of the European Union. 8. CSAP (Center for Substance Abuse Prevention). (2009). Identifying and selecting evidence-based interventions. SAMSHA. 34. 9. Williams, R.J., West, B.L., & Simpson, R.I. Prevention of Problem Gambling: A Comprehensive Review of the Evidence, and Identified Best Practices. Report prepared for the Ontario Problem Gambling Research Centre and the Ontario Ministry of Health and Long Term Care.
Additional literature	1. Mozgis, Dz. (2008). Ceļvedis veselības aprūpes vadībā. Rīga: Nacionālais apgāds. 357. 2. Pamatnostādņu projekts "Sabiedrības veselības pamatnostādnes 2021.-2027.gadam"

	3. Tragakes, E. (2008). Latvija. Pārskats par veselības aprūpes sistēmu. LR VM, MPIC. 248.
	4. Ames, G. M., Bennett, J. B. (2011) Prevention interventions of alcohol problems in the workplace: a review and guiding framework, Alcohol Research and Health, 34, 175–187.
Periodicals, Internet resources and other sources	1. https://www.emcdda.europa.eu/topics/prevention_en 2. https://www.euro.who.int/en/health-topics/disease-prevention

Title of the study course	**Social work with a group**
Study programme(s) for which the study course is offered	Social worker
Status (Part A, B, C)	A

Number of credit points; Distribution of CRP by semester if the course has several parts	2	Extent of the European Credit Transfer and Accumulation System (ECTS) 1 CRP = 1,5 ECTS	3

COURSE DEVELOPER(S)		
Name, surname	**Structural unit**	**Position, degree**
Madara Lapsa	FPSW	Mg.soc.d,, mg.paed., mg.sc.educ., mg.oec.
Total hours (1 CRP = 40 h)	80	
Number of lectures (1 lecture, seminar, practical and laboratory work = 2 hours) (full-time/part-time studies)	PL – 8 (16 hours) NL – 4 (8 hours)	
Number of seminars or workshops (full-time/part-time studies)	PL – 8 (16 hours) NL – 4 (8 hours)	
Number of laboratory works (full-time/part-time studies)	-	
Course level (1-4 - academic bachelor; 5-6 - academic master; 7- doctoral; P - professional)	1-4	
Form(s) of examination	Examination	
Prerequisites (title of the course, part of the program in which the course is to be acquired)	Not necessary	
Scientific field / subsector		

Aims of the course	To form an understanding and promote the acquisition of initial knowledge about social work with a group, as well as to acquire basic skills in group management.
Tasks of the course	To develop an understanding of working with the group as one of the duties and tasks of a social worker at micro level, to promote the acquisition of the professional knowledge, skills and competences necessary for the social worker in social work with the group.
Language of the course	Latvian

STUDY COURSE OUTCOMES: KNOWLEDGE; SKILLS; COMPETENCES

Knows how to plan the work of the group according to the needs of clients, has gained an understanding of social work with the group: stages, group dynamics, methods and types of work documentation, basic skills have been acquired to manage the group according to the stages of the group development process, using appropriate approaches and methods. Students are able to choose appropriate methods in social work according to different groups of clients, to set the goal of the group's work, in coordination with the group members, to provide feedback. Students are able to analyze the dynamics of group therapy and interpret the obtained results. Able to create group therapy class program for a specific target audience, coordinating different interests and goals.

COURSE ANNOTATION (up to 300 characters)

In the study course students will have an opportunity to get acquainted with the theoretical justification of therapy methods of different groups, forms of group therapy in social work with different groups of clients, basic principles of group therapy and application of its methods in social work, develop skills in drawing up and managing lesson programmes. Group management skills will be developed in the practical classes.

COURSE PLAN AND CONTENT DESCRIPTION

Subject and sub-theme (state part division - part I; II… if the course is divided into several parts and there are several forms of examination)	**Volume in hours** (full-time/part-time studies)	**Type** (lectures, seminars, workshops, laboratory works) **(full-time/part-time studies)**
Basics of social work with the group	4/2	Lecture
Ethical aspects of group work	4/2	Lecture, seminar
Group members	4/2	Lecture, seminar
Group management	4/2	Seminar
Group leader	4/2	Lecture, seminar
Group dynamics	4/2	Seminar
Group development theories and models	4/2	Lecture

Stages of group development		4/2	Lecture, seminar

STUDENT INDEPENDENT WORK			
Topics of independent work	**Tasks of independent work**	**Volume in hours** (full-time/part-time studies)	**Expected outcomes, competences to be acquired**
Group work planning	To plan group work according to client needs and abilities, including target group characteristics, group type, regularity, duration, methods, content and evaluation.	8/10	Understanding and knowledge of group work planning, including various group characteristics.
Support group program	To create a support group program plan according to the client's needs and cooperation goals.	8/12	Identification of customer groups and their social problems and needs, goals, choice of methods.
Self-help groups	To get acquainted with the concept of self-help groups.	8/10	Information about self-help groups and possible cooperation of a social worker with their creators.
Activities to promote group activities	To develop an understanding of the use of non-formal education methods in social work with a group.	8/12	Improved knowledge about the use of different methods and activities in group work.
Group conclusion and evaluation	To evaluate the group process and results, individual development of group members. To provide clients with individualized feedback with recommendations in writing and orally.	8/10	Knowledge and skills in assessment and feedback.
Documentation of group work	To investigate available forms and recommendations for documentation of group work in accordance with legislation.	8/10	Knowledge of group work documentation.

Requirements for obtaining CRP	Participation in lectures and classes in person/online. Studying scientific literature and performing independent work. Feedback and self-reflection. Completion of the examination paper at the end of the study course.

Basic literature	10. Sudraba V., Mārtinsone K. (2018). Grupu psiholoģiskā konsultēšana un psihoterapija. Rīga: RSU. 175.
	11. Rokasgrāmata Metodes un pieejas sociālā darba jomā. (2011). Rokasgrāmata. ESF Projekts "Sociālo pakalpojumu kvalitātes uzlabošana Kuldīgas novadā". Sociālais darbs ar grupu. 51.-67.lpp.
	12. Кочюнас Р. (2000). Психотерапевтические группы. Теория и практика. Москва: Академический Проект. 240.
	13. Yalom, I.D., Leszc, M. (2020). The Theory and Practice of Group Psychotherapy 5th Edition, Kindle Edition. 832 .
Additional literature	5. Bite, I., Mārtinsone, K., Sudraba, V. (red.). (2016). Konsultēšana un psihoterapija: teorija un prakse. Rīga: Zvaigzne ABC. 624.
	6. Berns E. (2000). Spēles, ko spēlē cilvēki. Rīga: SIA Birojs Plus. 202.
	7. Reņģe V. (2002). Sociālā psiholoģija. Rīga: Zvaigzne ABC.
	8. Vorobjovs A. (2002). Sociālā psiholoģija. Teorētiskie pamati. Rīga: Izglītības soļi.
	9. Reņģe V. (2000). Psiholoģija. Personības psiholoģija. Rīga: Zvaigzne ABC.
	10. Reņģe V. Psiholoģija. (1999). Personības psiholoģiskās teorijas. Rīga: Zvaigzne ABC.
	11. Omārova S. (1996). Cilvēks dzīvo grupā. Sociālā psiholoģija. Rīga: Kamene.
	12. Omārova S. (1996). Cilvēks runā ar cilvēku. Sociālā psiholoģija. Rīga: Kamene.
	13. Ģimenes atbalsta grupu programma. (2014). Projekts „Ģimenes atbalsta sistēmas izveide vardarbības problēmas mazināšanai Krāslavas novadā", līguma Nr. 2012.EEZ/PP/1/MEC/156/017 . Krāslava.
Periodicals, Internet resources and other sources	1. https://iaswg.memberclicks.net/ The International Association for Social Work with Groups (IASWG)

Title of the study course	**Psychosocial counseling in case management**
Study programme(s) for which the study course is offered	Social worker
Status (Part A, B, C)	A

Number of credit points; Distribution of CRP by semester if the course has several parts	2	Extent of the European Credit Transfer and Accumulation System (ECTS) 1 CRP = 1,5 ECTS	3

COURSE DEVELOPER(S)		
Name, surname	Structural unit	Position, degree

Madara Lapsa	FPSW	Mg.soc.d., mg.paed., mg.sc.educ., mg.oec.
Total hours (1 CRP = 40 h)	80	
Number of lectures (1 lecture, seminar, practical and laboratory work = 2 hours) (full-time/part-time studies)	PL – 8 (16 hours) NL – 4 (8 hours)	
Number of seminars or workshops (full-time/part-time studies)	PL – 8 (16 hours) NL – 4 (8 hours)	
Number of laboratory works (full-time/part-time studies)		
Course level (1-4 - academic bachelor; 5-6 - academic master; 7- doctoral; P - professional)	1-4	
Form(s) of examination	Examination	
Prerequisites (title of the course, part of the program in which the course is to be acquired)	Not necessary	
Scientific field / subsector		
Aims of the course	To promote the understanding of social workers about the basic principles of psychosocial counseling, the terminology and methodology of psychosocial systemic social work.	
Tasks of the course	To improve and systematize the understanding of psychosocial systemic social work as one of the basic methods of social work with cases and psychosocial counseling as one of the types and approaches of counseling, to educate about the peculiarities of psychosocial counseling of different client groups.	
Language of the course	Latvian	

STUDY COURSE OUTCOMES: KNOWLEDGE; SKILLS; COMPETENCES

Understands and applies terminology; orientates and is able to use the principles and methods of psychosocial counseling and support for different target groups.

COURSE ANNOTATION (up to 300 characters)

In the study course students will have the opportunity to acquire knowledge about psychosocial counseling and psychosocial systemic social work, developing an understanding of their place in the common social work practice. The study course will provide conditions for the acquisition and training of practical methods and techniques. Students will have the opportunity to develop skills in independent analysis of scientific literature, drawing conclusions and presenting the obtained results.

COURSE PLAN AND CONTENT DESCRIPTION

Subject and sub-theme (state part division - part I; II… if the course is divided into several parts and there are several forms of examination)	Volume in hours (full-time/part-time studies)	Type (lectures, seminars, workshops, laboratory works) (full-time/part-time studies)
Introduction to psychosocial work	4/2	Lecture
System theory and principles of systemic approach	4/2	Lecture, seminar
Methods and approaches in psychosocial work	4/2	Lecture, seminar
Motivational interview	8/4	Seminar
Family system in psychosocial work	4/2	Lecture, seminar
Psychosocial group counseling	4/2	Lecture, seminar
Introduction of psychosocial service in the organization	2/1	Lecture
Documentation of systemic psychosocial work	2/1	Lecture

STUDENT INDEPENDENT WORK			
Topics of independent work	**Tasks of independent work**	**Volume in hours** (full-time/part-time studies)	**Expected outcomes, competences to be acquired**
Social work with a case and its basic methods	To study theoretical literature on social work with a case and its basic methods: work with a case, case management, psychosocial work.	8/10	Knowledge on the place of psychosocial work and psychosocial counseling in social work has been improved.
Basics of psychotherapy	To gain information about the concept, types, goals and basic theories of psychotherapy.	8/10	Comprehensive information about various theories of psychotherapy, their connection with social work.
Theories of social work	To get acquainted with understanding psychodynamic, learning, conflict, system theories and other more.	8/10	Understanding the theories used in social work, their development and mutual influence.

Purpose, boundaries and structure of counseling	To study the place, significance and implementation of counseling as a social worker's professional activity in everyday practice.	8/10	Understanding the nature of counseling, the structure of each session and the overall collaboration.
Basic methods and techniques of counseling	Get acquainted with the methods and techniques used in different theories and approaches and what is common and different with psychosocial counseling.	8/12	Understanding of the counseling process and applicable methods and techniques.
Communication and specifics of counseling in work with different target groups of clients	To develop an understanding of the development of counseling relationships with different clients.	8/12	Knowledge of the specifics of counseling for different target groups of clients.

Requirements for obtaining CRP	Participation in lectures and classes in person/online. Studying scientific literature and performing independent work. Feedback and self-reflection. Completion of the examination paper at the end of the study course.
Basic literature	14. E. Apine, D. Blažēvica, G. Krēgere-Medne, I. Lāss, I. Norman, K. Viša & I. Stankus-Viša Psihosociālais sociālais darbs sistēmiskajā pieejā: teorija un prakse. Jūrmala: Nodibinājums "C Modulis" 15. Hollis, F. (1972). Casework: A Psychosocial Therapy (2nd ed.). New York: Random House 16. Starptautiskā HIV/AIDS Alianse. (2004). Injicējamo narkotiku lietotāju motivācijas intervēšana. Metodiskās rekomendācijas HIV/AIDS profilakses programmas sociālajiem darbiniekiem. Kijeva 17. Woods, M., & Hollis, F. (1990). Casework: A psychosocial Therapy (4th ed.). New York: McGraw-Hill, Inc.
Additional literature	14. Bite, I., Mārtinsone, K., Sudraba, V. (red.). (2016). Konsultēšana un psihoterapija: teorija un prakse. Rīga: Zvaigzne ABC. 15. Deacon, L., & Macdonald, S. J. (2017). Social Work Theory and Practice. London: Sage. 378 16. Lindsay, T. (Ed.). (2013). Social Work Intervention (2nd ed.). London: Sage 17. Кочюнас, Р. (1999). Основы психологического консультирования. Москва: Академический проект
Periodicals, Internet resources and other sources	1. http://socialaisdarbs.blogspot.com/

Course title in Latvian	**Professional ethics, competence and communication in social work management**

Study program (s) for which the study course is offered	Social work management
Status (parts A, B, C)	B

Number of credit points; Distribution of CP by semesters, if the course has several parts	4	Extent of the European Credit Transfer and Accumulation System (ECTS) 1 CRP = 1.5 ECTS	6

COURSE DEVELOPER (S)		
Name and surname	**Department**	**Position, degree**
Ilze Miķelsone	PSDF	Dr.paed., Professor
Total number of hours (1 CRP = 40 hours)	160	
Number of lectures (1 lecture, seminar, practical and laboratory works = 2 hours) (full-time / part-time)	12	
Number of seminars or workshops (full-time / part-time)	12	
Number of laboratory works (full-time / part-time)		
Course level (1-4 - academic bachelor; 5-6 - academic master; 7- doctor; P - professional)	P	
Test form (s)	Exam	
Prerequisites (name of the course, part of the program in which the course must be acquired)		
Science sector / sub - sector		
Course objectives	To promote students' critical understanding and reflection on the development of their professional identity as a leading social worker and professional competence for the implementation and improvement of leading social work, based on and observing the essence of professional ethics, the most important ethical principles and norms.	
Course tasks	1. To improve knowledge and critical understanding of the development of the professional identity of a social worker and the formation of professional competence; 2. To provide an opportunity to demonstrate an understanding of the importance of professional identity in finding a personal meaning in social work; 3. To master and strengthen the methods of professional identity development and reflection in independent work; 4. To implement a suggested reflection for a conscious understanding of one's professional activity in accordance with the professional requirements set for a leading social worker .	

	5. To link the basic principles of professional ethics with the values of social work: the principle of ethical responsibility, confidentiality, justice, professionalism, collegiality, respect, self-esteem, etc. To develop an understanding of ethical behavior, ethical thinking, application of ethical norms in professional activities.
Language of the course	Latvian

STUDY COURSE RESULTS: KNOWLEDGE; SKILLS; COMPETENCIES

Knowledge

1. Understanding of the relationship between the professional identity of a leading social worker and practice.
2. Demonstrates professional reflection and understanding of his / her interaction with clients as a leading social worker, working in different cultural environments, communicating in teamwork at different inter-institutional levels and contexts.

Acquired knowledge of the basic principles of social work ethics, gained an understanding of ethical behavior, the need for ethical thinking in everyday life, ethical dilemmas and the possibilities of solving them.

Skills
3. Reflects complex problems of social work in professional activity, substantiating and arguing orally and in writing.
4. Formulates, analytically describes, reflects and presents information, problems and solutions in the professional activity of a leading social worker .

Competence
5. Is able to improve his / her professional identity by integrating knowledge and skills from different fields in autonomous decision-making and reflecting on his / her skills, attitudes, knowledge, competence and professional activity.
6. Reflects on his / her professional activity, based on the self-study of professional activity and the recommendations of the supervisor.

7. Is able to act ethically responsibly within the framework of professional practice.

COURSE ANNOTATION (up to 300 characters)

The study course offers an integrated vision and an opportunity to understand the development of the professional identity of a leading social worker, professional competence and in independent work to explore and reflect on finding personal meaning in social work. Students gain an understanding of professional identity as a deep and enduring part of a leading social worker's personality, manifested in conscious constructive behavior in a variety of social work situations and activities, respecting ethical principles and ethical principles: social responsibility, confidentiality, fairness, professionalism, collegiality, dignity and self-esteem.

COURSE PLAN AND SYLLABUS

Theme and sub-theme (indicate the division of parts - I; Part II… if the course is divided into several parts and there are several forms of examination)	**Amount in hours** (full-	**Type**

	time / part-time)	(lectures, seminars, practical classes, laboratory works) **(full-time / part-time)**
The concept of identity. The essence of professional identity.	2/2	Lecture
Habits and their conscious change for the development and improvement of professional identity. Identity-based habits. Loops of Habit.	8/4	Lecture, seminars
Indicators of professional identity. I relate the concept to the development and improvement of professional identity.	8/4	Lecture, seminars
Reflection. Types of reflection. Reflection frameworks. Factors hindering reflection and their reduction.	8/4	Lecture, seminars
Objective and subjective career of a social worker.	6/2	Lecture, seminars
Definitions of ethics, ethical principles and their relation to the values of social work . Ethical dilemmas and possibilities to solve them. Principles of ethical decision making.	4/2	Lecture, seminar
Situations not regulated by the Latvian Social Workers' Ethics Standard Professional integrity	4/2	Lecture, seminar
The role of professional organizations, public institutions and corporate codes of ethics in social work	4/2	Lecture, seminar

STUDENT'S INDEPENDENT WORK			
Topics of independent work	**Tasks of independent work**	**Amount in hours** (full-time / part-time)	**Expected result competencies to be acquired**
Interview	To conduct an interview with a social worker about the development of professional identity for the implementation and improvement of social work.	24/32	Will know the essence of professional identity and the conditions for its development. Will be able to analytically describe and present information, problems and solutions in social work. Will be able to communicate about finding a personal meaning important for a social worker in social work.
Suggested reflection	To make a suggested reflection "Story of Professional Identity", confirming the	24/32	Will know the framework of reflection and will be able to apply it, integrating knowledge and skills from different fields in autonomous decision-making.

	competence to reflect on the development of one's professional competence, professional activity and achieved results, to direct the further development of one's knowledge, skills and competence.		Will be able to reflect on their skills, attitudes, knowledge, competence and professional activities, based on self-study of professional activities.
Ethical dilemmas	Independently decide on the most acceptable solutions to the given ethical dilemmas **.**	14/16	Understanding of the basic principles of ethics, ethical dilemmas and the possibilities of solving them in professional practice.
Values of social work	Essays: basic values of social work - moral and ethical aspects in social work practice, raising discussion questions. Preparing for the discussion.	14/16	Understanding of the values of social work and ethical thinking in everyday practice. Ability to discuss conflicts and dilemmas of social work values.

Requirements for obtaining CRP	The evaluation of the study course consists of: 50% active participation in lectures and seminars; Completion of 50% of independent work. The course is not credited if a sufficient grade (from 4 to 10 points) has not been received in any of the course evaluation sections.
Basic study literature	1. Āboltiņa, L. (2012). Reflective activity in the supervision of social workers. Doctoral thesis. Latvian University. 2. Bolton, G. (2010). Reflective Practice. Writing and Professional Development. (3rd ed.) London: SAGE Publications Ltd. URL: https://doi.org/10.1093/innovait/inp105 3. Brockbank, A., McGill, I. (2012). Facilitating Reflective Learning: Coaching, Mentoring and Supervision. London: Kogan Page 4. Carroll, M. (2014). Effective Supervision for the Helping Professions. London: Sage. 5. Clear, J. (2018). *Atomic Habits. Tiny Changes, Remarkable Results. An Easy And Proven Way To Build Good Habits And Break Bad Ones* . Penguin Random House, UK. 6. Savicks, M. (2017). Life Planning Guide. Riga. State Education Development Agency. Latvian Code of Ethics for Social Workers (2020). Available https://www.lm.gov.lv/lv/latvijas-socialo-darbinieku-etikas-kodekss Social worker profession standard (2020). Available at https://www.lm.gov.lv/lv/media/7705/download
Additional study literature	1. Barrett, R. (2016). *A New Psychology of Human Well-Being: An Exploration of the Influence of Ego-Soul Dynamics on Mental and Physical Health.* eBook (ePub), ISBN: 9781483453101.

	2. Dyke, L., Duxbury, L. (2011). The Implications of Subjective Career Success. *Journal for Labor Market Research* . 43, pages 219–229. https://link.springer.com/article/10.1007/s12651-010-0044-4
	3. Garleja, R. (2006). *Human potential in the social environment* . Riga: RaKa Publishing House.
	4. Mikelsone, I., Odina, I. (2016). Future Teachers' Reflection to Understand Their Professional Identity. (pp.239-244). 1st International Conference is lifelong learning and leadership for all. ICLEL 2015, Palacky University, Olomouck - Czech Republic. ISBN: 978-605-66495-0-9; WOS: 000382504900032. Available at: http://media.wix.com/ugd/d546b1_a7b3edd54a2e41718bb5a79c754b7dc0.pdf
	5. Mikelsone, I., Odiņa, I. (2017). How Novice Teachers' of Different Education Backgrounds Perceive Their Professional Identity. (pp. 523-537). 3rd International Conference on Lifelong Education and Leadership for All. ICLEL 2017, Polytechnic Institute of Porto, Porto - PORTUGAL. ISBN 978-605-66495-2-3. WOS: 000464901900064
	Available at: http://www.ijlel.com/conferance17/65.pdf
Periodicals, Internet resources and other sources	1. Counselor: Education and Supervision. Online ISSN: 1556-6978. https://onlinelibrary.wiley.com/journal/15566978
	2. Gu, QN and Su, Y. (2016). How Does Objective Career Success Affect Subjective Career Success? The Moderating Role of Self-Awareness. *Journal of Human Resource and Sustainability Studies* , 4, 227-237. http://dx.doi.org/10.4236/jhrss.2016.43025
	3.Janasz, CS, Forret. ML (2008). Learning the Art of Networking: A Critical Skill for Enhancing Social Capital and Career Success. *Journal of Management Education,* Vol. 32 (5), 629-650.
	4. Vondracek, FW, & Skorikov, VB (1997). Leisure, School, and Work Activity Preferences, and Their Role in Vocational Identity Development. *The Career Development Quarterly, 45* , 322 - 340.
	Shuvayev, I. (2014). *Society's values as a measure of justice* . Punctum. Journal of Contemporary Literature and Philosophy.
	Available: http://www.punctummagazine.lv/2014/09/18/sabiedribas-
	value-what-right-measure /

Course title	<mark>**Religion, Spirituality and Worldview**</mark>
Study programme(s) in which study course if offered	Social Worker
Status (Part A, B, C)	A

Credits; CRP division in semesters, if the course has several parts	2	**European Credit Transfer and Accumulation System (ECTS)** 1 CRP = 1,5 ECTS	3

COURSE DEVELOPER(S)		
Name, surname	**Structural unit**	**Position, degree**
Lāsma Latsone	PSDF	Assoc. Prof., Ph.D.
Total number of hours (1 CRP = 40 h)	80	
Number of lectures (1 lecture, seminar, practical and laboratory work = 2 hours) (full-time/part-time studies)	8	
Number of seminars or workshops (full-time/part-time studies)	8	
Number of laboratory works (full-time/part-time studies)		
Course level (1-4 - academic bachelor; 5-6 - academic master; 7- doctoral; P - professional)	1-4	
Form(s) of examination	Exam	
Prerequisites Knowledge (title of the course, part of the program in which the course is to be acquired)	Not required	
Scientific field / subsector	Philosophy	
Aims of the course	1) to gain insight into various religions, worldviews and spiritual experiences practiced in Latvia and abroad, understanding how global beliefs and values are brought to life in the contexts of specific cultures (especially in Latvia); 2) to become aware of different religions/ worldviews/ spiritual experiences as experiences of diversity and how this knowledge can be used by social work professionals in their professional activities	
Tasks of the course	1) to get acquainted with various religions, worldviews, spiritual experiences practiced in Latvia and in the world, with the aim to understand one's own worldview and the interconnections between various religions and spiritual practices in a specific cultural context; 2) to identify religious competence as a means of intercultural communication. Its application to Social work.	
Language of the course	Latvian	

STUDY COURSE OUTCOMES: KNOWLEDGE; SKILLS; COMPETENCES
Students:

1) understand personal reasons and circumstances that affect person's beliefs and values;

2) are able to see meta-narratives, teachings, ethical beliefs, rituals that form people, different cultures and traditions;

3) understand how universal beliefs and values fit into the specific context of each person, |

4) have acquired knowledge of various world religions, spiritual experiences, world visions, especially those practiced in Latvia

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STUDY COURSE ABSTRACT (up to 300 characters)

The course will explore different religions , worldviews , as well as spiritual experiences with the aim to see how universal beliefs and values are implemented in specific cultural contexts (especially in Latvia) and how they affect human behaviour, emphasizing the practical application of knowledge in social work.

COURSE PLAN AND CONTENT DESCRIPTION

Subject and sub-theme (state part division - part I; II… if the course is divided into several parts and there are several forms of examination)	Volume in hours (full-time/part-time studies)	Type (lectures, seminars, workshops, laboratory works) (full-time/part-time studies)
Understanding of concepts: religion, spirituality, worldview: similarities, differences. Their place/role/ practice, and problem issues related to religion in the modern context. Religion as one of the main elements of cultural identity.	2	Lecture
Religion and spirituality in the ancient world. Elements of mythology in various cultures, ancient Latvian mythology. Monotheism, polytheism, henotheism.	2	Lecture
5 major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism): main features, some historical facts, contemporary practice and role of these religions in different cultures (incl. Latvia).	2 4	Lecture 2 Seminars
Christianity-related denominations, religious movements, sects (emphasizing the ones practiced in Latvia): their differences, development.	2 2	Lecture Seminar
An insight into various religions and spiritual traditions practiced in the world.	2 4	Lecture 2 Seminars
Philosophical teachings and worldviews (in Latvia/ in the world)	2 2	Lecture Seminar
Spirituality in religion, philosophy, human life, social work. Atheism and various manifestations of secularism	2 2	Lecture Seminar
New Age. Integral theory (K. Wilber). An era of confusion. Analysis of various current problem-issues related to various religions and worldviews	2 2	Lecture Seminar

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STUDENT INDEPENDENT WORK

Topics of independent work	Tasks of independent work	Volume in hours (full-time/part-time studies)	Expected outcomes, competences to be acquired
Major world religions	Independent research on five major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism) following the given guidelines. The aim of the task: to fill-in the knowledge 'gaps' about the world's major religions, linking the acquired information with place of religions in different cultures, character building, ethics, and personal experience. Preparation for discussion.	10	Knowledge deepened on world's major religions, linking this knowledge to cultures and personal experience.
In-depth understanding of the concept 'religion'	Critical analysis of selected texts, followed by a discussion on the insights obtained	8	In-depth understanding of the concept 'religion', application of critical thinking
Different world religions and worldviews	Following the guidelines, prepare 2 presentations: 1) one religion/ denomination/ sect/ worldview practiced in Latvia and 2) one religion, which is widely practiced anywhere in the world (choosing the topic from a given list – each student has a different topic). Presentations during the seminar.	16	Broadening horizons, discovering interrelationships between spiritual practices
Final essay	Religious competence as intercultural communication tool in the context of social work (5 pages)	14	Synthesis of the knowledge obtained during the course, revealing its practical application

Requirements for obtaining CRP	Assignments for independent work, their presentation – 40%
	Active participation in seminars and discussions – 30%
	Exam paper and its presentation - 30%
Basic literature	Geikina, L. (2013). *Mācīties būt... un dzīvot kopā!* Rīga: SIA Drukātava.
	Taivāne, E. (2016) Pa kuru ceļu? Reliģijas jēdziens reliģijas fenomenoloģijā Eiropā un Latvijā
	Valk, J., Tosun, A. (2016). Enhancing Religious Education Through Worldview Exploration. *Discourse and Communication for Sustainable Education*, *Vol. 7*, no. 2, 105-117.

Additional literature	Anderson, T.J., Clark, M.W., Naugle, D.K. (2017). An Introduction to Christian Worldview: Pursuing God's Perspective in a Pluralistic World. IVP Academic
	Naugle, D.K. (2002). *Worldview: The history of a concept*. William B Eerdmans Publishing Co
	Nullens, P. & Michener, R. (2010). *The Matrix of Christian Ethics: Integrating Philosophy and Moral Theology in a Postmodern Context*. Downers Grove, IL: InterVarsity Press.
	Valk, J. (2012). Christianity through a Worldview Lens. *Journal of Adult Theological Education*, Volume 9, pp. 158-174
Periodicals, Internet resources and other sources	Bartz J. & Bartz T. (2018) Recognizing and Acknowledging Worldview Diversity in the Inclusive Classroom. Open access.
	https://www.lsm.lv/raksts/zinas/latvija/petijums-latvija-viens-no-augstakajiem-nevienai-religijai-nepiederoso-ipatsvars.a135031/
	Internet sources of choice

Course title	**Basics of Socialization**
Study programme(s) in which study course if offered	Social Worker
Status (Part A, B, C)	B

Credits; CRP division in semesters, if the course has several parts	2	**European Credit Transfer and Accumulation System (ECTS)** 1 CRP = 1,5 ECTS	3

COURSE DEVELOPER(S)		
Name, surname	**Structural unit**	**Position, degree**
Lāsma Latsone	PSDF	Assoc. prof., Ph.D.
Total number of hours (1 CRP = 40 h)	80	
Number of lectures (1 lecture, seminar, practical and laboratory work = 2 hours) (full-time/part-time studies)	8	
Number of seminars or workshops (full-time/part-time studies)	8	
Number of laboratory works (full-time/part-time studies)		
Course level (1-4 - academic bachelor; 5-6 - academic master; 7- doctoral; P - professional)	1-4	
Form(s) of examination	Exam	
Prerequisites Knowledge (title of the course, part of the program in which the course is to be acquired)	Not required	
Scientific field / subsector	Sociology	

Aims of the course	To form an understanding of the essence of personality socialization and its significance for a person's social development in the context of social work.
Tasks of the course	To improve analytical skills to understand personality development and the importance of socialization in this process; To gain awareness of different socialization agents recognizing their impact in personal and social contexts; To study and analyse the implementation of theoretical approaches in practice in the context of social work.
Language of the course	Latvian

STUDY COURSE OUTCOMES: KNOWLEDGE; SKILLS; COMPETENCES
Students: know personality development theories and understand the principles of moral development; understand the role of socialization both in personal life and in the society as a whole; understand family and peers as socialization agents, as well as are able to recognize various socializing agents in a biological and cultural context; understand socialization as a life-long process; students are able to connect theory with personal experience and apply it to the sphere of social work

STUDY COURSE ABSTRACT (up to 300 characters)
In this study course, socialization is viewed as a life-long personality formation process, which implies learning from existing human experience and knowledge, gradually engaging in the social environment. Socialization agents will be explored both in biological and cultural contexts, emphasizing the application of theory to social work practice.

COURSE PLAN AND CONTENT DESCRIPTION

Subject and sub-theme (state part division - part I; II… if the course is divided into several parts and there are several forms of examination)	Volume in hours (full-time/part-time studies)	Type (lectures, seminars, workshops, laboratory works) (full-time/part-time studies)
Introduction to the main concepts. Characteristics of the era. Social cognition. Essence of socialization. Socialization as a continuous process	2	Lecture
Forms and stages of socialization. Norms of socialization and deviance. Interrelationship between socialization and	2 2	Lecture Seminar

social environment. Socialization in biological and cultural contexts. Nature vs nurture		
Socialization agents: characteristics, connection with personal experience. E-socialization	2

2 | Lecture

Seminar |
| Gender roles in the family and society in the Latvian context and in the world | 2 | Seminar |
| Various personality and moral development theories, their application (J. Piaget, Ch. Cooley, G. Mead, Gilligan, etc.) | 2 | Lecture |
| Socialization and formation of self-esteem. Basic principles of social behaviour. Theory of social comparison. Imitation, identification, shame. | 2

2 | Lecture

Seminar |
| Attitudes, perceptions, values: role in the process of personality formation. Generational subcultures. Social illiteracy. Socialization in response to the crisis. | 2

2 | Lecture

Seminar |
| Emotional, moral, spiritual and social intelligence. Pro- social behaviour/altruism | 2

2 | Lecture

Seminar |
| The difference between socialization of a child and an adult. Peculiarities of adult socialization. Difficult people. | 2

2 | Lecture

Seminar |
| Professional socialization of a social worker.

Presentation of the exam paper. | 2 | Seminar |

STUDENT INDEPENDENT WORK

Topics of independent work	Tasks of independent work	Volume in hours (full-time/part-time studies)	Expected outcomes, competences to be acquired
My socialization journey – value development journey.	Why I am who I am? (Values, norms, behaviour, skills, family, friends, school, religion, books, etc); socialization agents in my life (socialization forms, importance of other people's judgement, my self-esteem). Get ready for discussion	8	Awareness and understanding of one's own socialization journey
Socialization agents	Deeper analysis of one socialization agent of student's choice (different topic for each student). Prepare presentation, based on theory, illustrating it with personally observed	8	Getting acquainted with various socialization agents, Ability to relate the information to personal experience and to the field of social work.

	examples. Link to social work essential.		
Work with a book	Read a popular-scientific book (of choice) on a topic related to any aspect of socialization, following the guidelines provided (volume of the paper - 3 pages)	12	Various literature sources have been explored and analysed. Recognition of socialization elements, critical analysis of literature
Exam paper	1) In-depth research, based on sources of literature, choosing one aspect of socialization (optional), which you decide to explore deeper. 2) Please, state your opinion on the following: 'why resocialization takes place in some situations but not in others' (Volume – 4+1 pages)	18	Improved research skills; in - depth knowledge, critical analysis

Requirements for obtaining CRP	Assignments for independent work, their presentation – 30% Active participation in seminars and discussions – 30% Development of final paper and its presentation - 40%
Basic literature	Barreta, E. 2020. Socializēšanās rokasgrāmata latvietim Vikmane, B. 2009. Socializācija ģimenē. LiepA
Additional literature	Amin, A. et all. 2018. Addressing Gender Socialization and Masculinity Norms Among Adolescent Boys. *The Journal of Adolescent Health*, 2018 Mar; 62(3 Suppl): S3–S5 Gruman, J. A., & Saks, A. M. (2018). *E-socialization: The problems and the promise of socializing newcomers in the digital age.* In J. H. Dulebohn & D. L. Stone, *Research in human resource management. The brave new world of eHRM 2.0* (p. 111–139). IAP Information Age Publishing. Grusec, J., Hastings, P. (eds.). 2016. Handbook of socialization: Theory and practice. Guilford press. Haruo, J.I., 2014. A critical exploration into professional socialization in social work education Omārova S. 1996. Cilvēks dzīvo grupā: sociālā psiholoģija. R., Kamene
Periodicals, Internet resources and other sources	http://atvertaskola.iac.edu.lv/gramatas/vecaku_rokasgramata/risinajumi.htm periodika

*S*Course title in Latvian	**Observation practice in social work institutions**

Study programme (s) for which the study course is offered	Social Worker
Status (Parts A, B, C)	B

Number of credit points; Distribution of CP by semesters, if the course has several parts	2	Extent of the European Credit Transfer and Accumulation System (ECTS) 1 CRP = 1.5 ECTS	3

COURSE DEVELOPER (S)		
Name and surname	**Department**	**Position, degree**
Santa Striguna	PSDF	Lecturer, Mg.sc.educ.
Total number of hours (1 CRP = 40 hours)	80	
Number of lectures (1 lecture, seminar, practical and laboratory works = 2 hours) (full-time / part-time)	1/1	
Number of seminars or workshops (full-time / part-time)	2/2	
Number of laboratory works (full-time / part-time)		
Course level (1-4 - academic bachelor; 5-6 - academic master; 7- doctor; P - professional)	P	
Test form (s)	Examination	
Prerequisites (name of the course, part of the program in which the course must be acquired)	Introduction to Studies and Professional Ethics, Andragogy, Value Theory and Practice, Gerontology, Developmental Psychology, Development and History of Social Work in the World, Social Legislation I, Theories and Methods of Social Work, Social Work with the Individual, Social Work with the Group.	
Science sector / sub - sector	Sociology and social work / social policy and organization of social work	
Course objectives	Get acquainted with the activities of state and local government social institutions, non-governmental organizations, creating an understanding of the specifics and functions of the work of a social worker in various institutions and organizations.	
Course tasks	1. Get an idea of the network of social institutions, their operating principles, types of service for target groups. 2. Establish an understanding of the limits of professional competence of a social work specialist in each of the institutions.	

	3. Develop skills to carry out observation by analysing the professional activity and theoretical context of a social worker.
	4. Analyse the obtained information and reflect the obtained observational data, describing, analysing and interpreting them, develop students' analytical skills.
Language of the course	Latvian

STUDY COURSE RESULTS: KNOWLEDGE; SKILLS; COMPETENCIES
Knowledge
Knowledge and understanding of the basic principles of social institutions and non-governmental organizations, types of services provided to each of the target groups.
Knowledge of the limits of professional competence of a social worker in a social work institution.
Skills
Skills to analyse and interpret experience gained in practice.
Skills of documenting and presenting practice.
Competence
Able to define and implement their personal goal during the practice, performing sales analysis and self-assessment.

COURSE ANNOTATION (up to 300 characters)
Purposeful involvement of the student in the observation of social work institutions and / or non-governmental organizations promotes the awareness of the professional competence of a social worker. The development of a successful social worker's professional competence is based on knowledge on the specifics of different target groups, the peculiarities of the age group, social and other individual transformations.

COURSE PLAN AND SYLLABUS		
Theme and sub-theme (indicate the division of parts - I; Part II… if the course is divided into several parts and there are several forms of examination)	**Amount in hours** (full-time / part-time)	**Type** (lectures, seminars, practical classes, laboratory works) **(full-time / part-time)**
Introductory instruction of practice. The goal of the practice Professional competence of a social worker Feasibility study of social institutions and / or organizations. Determination of the individual practice goal Basic principles of observation of social institutions.	2/2	seminar
Interim seminar - reflection on purposeful involvement in the implementation of practice tasks. Practice leader's support.	2/2	seminar

Presentation of practice results. Critical assessment of the achievement of individual goals. Conclusions.	2/2	seminar

STUDENT'S INDEPENDENT WORK			
Topics of independent work	**Tasks of independent work**	**Amount in hours** (full-time / part-time)	**Expected result competencies to be acquired**
Professional competence of a social worker	Carry out theoretical research and analysis of the professional competence of a social worker.	**24/24**	A consideration (3-5 pages) about the professional competence of a social worker has been developed.
Research on social institutions and / or organizations.	Carry out feasibility studies and specific research and analysis of social institutions and / or organizations.	**25/25**	An overview of the specifics of social institutions (5-10 pages), client target groups, structure, etc. has been developed.
Setting and achieving the goal of individual practice.	Defines their individual practice goals, defines the tasks for the goal achievement, implements their achievement.	**25/25**	Develop an internship diary, which reflects the stages, progress, challenges and conclusions of achieving the individual internship goal.

Requirements for obtaining CRP	Completion of practice tasks - 80% Self-assessment as an indicator of professional identity - 20%
Basic study literature	Pašvaldību saistošie noteikumi. Sociālo pakalpojumu un sociālās palīdzības likums. LR Ministru kabinets.(2017). Moteikumi Nr 338 "Prasības sociālo pakalpojumu sniedzējiem". Pieejams: https://likumi.lv/ta/id/291788-prasibas-socialo-pakalpojumu-sniedzejiem. LR Labklājības Ministrija (2021) Sociālais darbs ar gadījumu. Teorija praksē. Rutmane, E., Lotko M. (2021) Ko iedzīvotāji un pašvaldības deputāti gaida no sociālajiem darbiniekiem? https://dspace.rsu.lv/jspui/handle/123456789/6629
Additional study literature	Latvijas Sociālo darbinieku ētikas kodekss (2001). Pieejams: https://ld.riga.lv/files/Bukleti/sdetikaskodekss.pdf
Periodicals, Internet resources and other sources	Lūse, L. (b.g.) Sociālais darbinieks ir palīgs, nevis glābējs. Pieejams: https://www.socialwork.lv/raksti/2011-2/socialais-darbinieks-ir-paligs-nevis-glabejs/ Sociālā darba speciālista bibliotēkas izdevumi

	Sociālais darbinieks