

Course description

Name of the course: Community Support, community-based services (Taught in English)

Instructor: Zsuzsa Kondor, PhD

Aims:

The course is intended to contribute to the students' understanding of the concept of communities, community-based services and community support of vulnerable people, e.g. people with disability. The course also emphasizes the importance of strengthening local communities, community development. Students will be able to connect this two-fields, looking at traditional care services from a new, wider perspective. The course embraces a variety of teaching and offers range of learning methods. Lectures held by the instructor, class discussions, analyses of textual, visual and audible resources, team works and debates are core methods of the dissemination.

Learning outcomes and competences:

Participants of the course:

Knowledge:

- They know the relevant theories, connections and problem-solving methods of the topic.
- They know the domestic and international professional environment, dominant discourses and dilemmas related to the topic.
- They know the main domestic and international organizations that reduce the social exclusion of different groups
- They know the basic principles of cooperation and understand the importance of reflective thinking.

Skills:

- are able to critically analyse their activities and reflectively evaluate their views.
- as far as possible, they strive for inclusive procedures.
- they can professionally interpret the basic domestic and international literature, reflect on it, and apply it individually and in groups during the sessions.
- are capable of the cooperation and communication required for teamwork.
- they can interpret international legal protection documents and recognize the interests of persons at risk of discrimination and exclusion.

Attitude:

- Strive for self- and peer-knowledge, the development of self-acceptance and self-reflection.
- During teamwork, they firmly represent their professional principles and their experiential knowledge.
- To cooperate effectively, individuals enable the aspirations of other participants to prevail.
- See scientific approaches in their context, form an informed professional opinion about them, and conduct respectful discussions and debates.

Autonomy and responsibility:

- They take responsibility for their scientifically and methodologically grounded views and decisions related to the field.
- Consciously represent the methodological culture of the regional speciality.
- Establishing relationships with partners based on mutual respect and trust without prejudice.
- They feel responsible for constantly shaping their self-definition as future professionals and for the narrower and wider community where they are active.

The content of the course:

Main content and topics:

- 1) Defining communities
- 2) Community development, community support
- 3) The structure of community-based services, good examples
- 4) Recovery in community
- 5) Community as oasis of resources

System of evaluation:

Assessment in the course is based primarily on creating a community-based project plan and the oral presentation of it. Beyond that it is required to contribute to the class with active co-thinking and regular participation.

- Creating a community-based project plan in group work: written assignment
- Oral presentation of the project plan

Relevant literature:

- Robert D. Putnam: Bowling Alone: The Collapse and Revival of American Community. Simon & Schuster 2000 <http://bowlingalone.com/>
- Robert D. Putnam: Our Kids: The American Dream in Crisis. Simon & Schuster 2015
- Manuel Castells: The Rise of the Network Society: The Information Age: Economy, Society, and Culture Volume |. Wiley-Blackwell 2009
- Manuel Castells and Gustavo Cardoso: The Network Society From Knowledge to Policy Center for Transatlantic Relations 2005
http://www.umass.edu/digitalcenter/research/pdfs/JF_NetworkSociety.pdf
- Slade, M. (2009) Personal Recovery and Mental Illness: A Guide for Mental Health Professionals (Values-Based Practice) Cambridge University Press, 2009

Recommended readings:

- Wilken, J-P. (2010) Recovering Care. A contribution to a theory and practice of good care. SWP Publisher. 2010

Further required reading is part of every course syllabus.