

COURSE OF STUDY: Social innovation and inclusion policies LM-87

ACADEMIC YEAR: 2023/2024

ACADEMIC SUBJECT: Planning and management of social services

General information	
Year of the course	II year
Academic calendar (starting and ending date)	19/02/2024 – 14/05/2024
Credits (CFU/ETCS):	8
SSD	SPS/07
Language	Italian
Mode of attendance	Attendance is not mandatory but recommended

Professor/ Lecturer	
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Department and address	Palazzo Cassano, Corso Italia n.23, ground floor, room n.7
Virtual room	Team Code: n65kdfl
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Every Monday from 12.30 am to 2.30 pm or by appointment

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
200	34	30	136
CFU/ETCS			
8			

Learning Objectives
<p>The general objective of the course is to provide the elements for the exercise of organisational, management and consultancy functions for persons, organisations and institutions engaged in the field of social inclusion policies. These functions may also concern relational dynamics, the management of human resources, the organisation of resources and structures and the economic management of bodies, services and organisations, as well as the design of social policies. These functions are intended to distinguish the student not only in terms of his or her ability to read and interpret social phenomena, but also in terms of his or her ability to experiment intervention programmes for the protection of the weak and innovative ways of relating to service users and to the network of competent territorial institutions.</p> <p>The student will therefore acquire the necessary knowledge to be able to plan, organise and manage social services. He/she will understand the concepts and techniques of social innovation, the functions inherent to the managerial, organisational and coordination role of social inclusion interventions. He/she will develop the ability to discuss, elaborate and apply the knowledge acquired through the analysis of situations in which his/her ability to direct, organise and coordinate interventions in complex social contexts is put into action.</p>

Course prerequisites	<p>Knowledge of:</p> <ul style="list-style-type: none"> - principles and methods of social service; - social service methods and techniques; - social research methods and techniques; - social service organisation and models; - social policy.
Teaching strategie	<p>Lectures and group work Possible seminars with experts</p>
Expected learning outcomes in terms of	
Knowledge and understanding on:	<p>Given the stated learning objectives, the student is expected to: master knowledge of the notions; develop a reflective capacity and critical analysis of these in the light of the changes taking place in today's society; effectively communicate judgements and proposed planning and design choices. The student will be able to read the context, be aware of resources and organise a programming and planning proposal, anticipating the actions necessary for its management.</p>
Applying knowledge and understanding on:	<p>The teaching methods are intended to prepare the student to identify the most suitable approach to the subject and context of programming application, giving reasons for the choices made. It is expected to prepare the student to identify the most suitable methods and techniques for the implementation of planning applicable in the various areas of intervention of the social services and, finally, to outline an organisational line of actions useful for its management, with particular attention to the methods for implementing social co-design.</p>
Soft skills	<ul style="list-style-type: none"> ○ <i>Making informed judgments and choices</i> The student develops and/or strengthens the ability to analyse and diagnose social phenomena and contexts and related problems, through knowledge of context, needs and resource analysis techniques. The student develops and/or strengthens the capacity for problem solving and decision making, work organisation and overview, flexibility and stress management, initiative, creativity and originality, critical thinking and effective communication. ○ <i>Communicating knowledge and understanding</i> The student develops and/or strengthens the ability to communicate what he/she has learnt in relation to the content of the subject matter and the results of reflection and study carried out individually and in groups; he/she is able to communicate in written and oral form, using the specialised vocabulary of the discipline, with the aid of digital tools; he/she is able to discuss in groups and with the teacher, arguing his/her point of view; he/she is able to present the results of a project work co-constructed in a group in an effective manner. ○ <i>Capacities to continue learning</i> The student develops and/or strengthens the ability to learn autonomously by understanding the use of planning and programming methods applicable to different territorial and organisational contexts, selecting the most appropriate model and the most suitable strategies to respond to the identified need in a situated manner.
Syllabus	
Content knowledge	<ul style="list-style-type: none"> - Basic programming concepts and principles. Programming models. Programming cycle and tools. - Characteristics of planning in social work. Design approaches, models and phases. Project drafting and operational planning. - Co-planning between public administration and private social actors:

	functioning, effectiveness and co-responsibility. Levels, phases and actors of co-designing. Co-designing processes between new tools and operational methodologies; experiences and potentials for welfare policies. - Basic concepts and principles of planning and management of social services.
Texts and readings	<ol style="list-style-type: none"> 1. G. Merlo, La programmazione sociale. Principi, metodi e strumenti, Carocci Faber, Roma 2014 2. L. Leone, M. Prezza, Costruire e valutare i progetti nel sociale”, Franco Angeli, Milano, 2003 (cap. 1,2,3,4). 3. U. De Ambrogio, C. Guidetti, La coprogettazione. La partnership tra pubblico e terzo settore, Carocci Faber Servizio Sociale, Roma, 2017 4. Ferraro U., Bruni C., Pianificazione e gestione dei Servizi Sociali, Franco Angeli, 2017 (cap.2,3,4) 5. Campanini A. (a cura di), Nuovo dizionario di servizio sociale, Carocci Faber, 2023, limitatamente alle seguenti voci: accreditamento; advocacy; cittadinanza attiva; gestione dei Servizi Sociali; pianificazione dei Servizi Sociali; Piano di Zona; programmazione; valutazione dei servizi
Notes, additional materials	Further insights, including in foreign languages, will be provided in class.
Repository	Teaching materials will be made available on the professor web page https://www.uniba.it/it/docenti/grassi-maddalena-floriana

Assessment	
Assessment methods	The method of testing the expected learning outcomes is represented by: <ul style="list-style-type: none"> - the written test, which consists of the elaboration of a paper arguing the conception of a project preferably carried out by a group of students or, exceptionally, by an individual student; - the oral test, which consists of the presentation of the paper with the support of a power point presentation and consists of a minimum of three questions on the teaching programme.
Assessment criteria	<ul style="list-style-type: none"> • <i>Knowledge and understanding</i> <ul style="list-style-type: none"> ○ The student has mastered the knowledge of different programming methods, can compare and analyse them. • <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> ○ The student is familiar with and can select the most suitable approach to the subject and context of programming application. • <i>Autonomy of judgment</i> <ul style="list-style-type: none"> ○ The student can describe and analyse the decision-making process that led to the choice of a certain approach in a given time and context. • <i>Communicating skills</i> <ul style="list-style-type: none"> ○ The student can communicate in writing, orally and using PPTs about social planning in a clear, coherent and detailed manner, giving reasons for operational choices. • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> ○ The student is able to devise and explain planning based on an analysis of the context and available resources.
Final exam and grading criteria	<p>The grade is expressed in thirtieths. The grade is based on: knowledge of the syllabus, accuracy exposition, ability to critically process the knowledge acquired.</p> <p>The criteria followed for the assessment of the learning outcomes expressed in thirtieths are:</p> <p>Insufficient: 0-17 Lacking, deficient and inadequate knowledge of the fundamental topics contained in the syllabus, use of inappropriate vocabulary by candidates.</p>

	<p>Sufficient: 18-20 Sufficient knowledge of key topics in the syllabus and overall appropriateness of vocabulary used by candidates.</p> <p>Fair: 21-23 Fair knowledge of the fundamental topics contained in the syllabus, fair ability to argue and to make connections between the various topics, use of appropriate vocabulary by candidates.</p> <p>Good: 24-26 Good knowledge of the topics contained in the syllabus, good capacity for in-depth study and criticism through the use of appropriate vocabulary.</p> <p>Distinction: 27-28 More than good knowledge of all the topics contained in the syllabus, more than good capacity for in-depth study, for linking the different topics, for critique and mastery of vocabulary by the candidates.</p> <p>Excellent: 29-30 Very good knowledge of all the topics in the syllabus, very good in-depth study, ability to link the different topics, and candidates' critical thinking and command of vocabulary.</p> <p>Excellent: 30L Excellent knowledge of all the topics contained in the syllabus, excellent capacity for in-depth study, for linking the different topics, for critique and command of vocabulary on the part of the candidates.</p>
Further information	