

**VALUE-CENTERED SOCIAL WORK PRACTICE
MASTER PROGRAM**

EDUCATIONAL PLAN

Valid starting with the academic year 2022-2023

Faculty:	Sociology and Psychology Faculty
University study cycle:	Master's
Master's university study program name:	Value-centered social work practice
Name of the qualification ¹ acquired following graduating the study program:	Specialist in value-centered social care practice
Study duration (years):	2
Education form ² :	Full-time education (IF)
Teaching language:	Romanian language
Geographic location of conducting the studies:	Timisoara
Study program classification within the science field framework	
Fundamental field:	Social sciences
Science branch:	Sociology
Master's university study field:	Social work
Wide study field name (according to DL-ISCED F-2013):	09 – Social health and care
Restricted study field name (according to DR-ISCED F-2013):	092 – Social care
Detailed study field name (according to DDS-ISCED F-2013):	0923 – Social care and counselling

¹ Qualification is the formal outcome of an assessment and validation process, which is obtained when a competent body/authority determines that a person has achieved learning outcomes corresponding to pre-established standards. Qualifications acquired by graduates of higher education study programmes are attested by diplomas, certificates and other academic documents issued only by accredited higher education institutions.

² Full-time education (IF) or part-time education (IFR).

GENERAL UNIVERSITY STUDY PROGRAM INTRODUCTION

1. Study program mission

The mission and objectives of the Master's degree program in Value-Centered Social Care Practice and of the Master's degree program are integrated in the mission and objectives of the West University of Timisoara, assumed by the University Charter, to be a catalyst for the development of Romanian society by creating an innovative and participatory environment for scientific research, learning, transferring skills and knowledge to the community through education, research and consulting services it offers to partners in the economic and socio-cultural environment.

The objectives of the Master's degree program in Value-Centered Social Care Practice, Social Care field, are:

- (i) to train professionals capable of providing social and spiritual care in an integrative way;
- (ii) to develop professional skills in the areas of social care, theology and counselling;
- (iii) to train professional skills focused on the spiritual needs and sensitivities of social service beneficiaries;
- (iv) to train specialists in value-centered social care practice, supporting sustainable development processes in communities, including marginalized communities.

The Value-Centered Social Care Practice Master's degree program is intended for university graduates who wish to develop professional skills in social care, theology and counseling, with a focus on the relationship between social care and spirituality.

2. Competences and expected learning outcomes within the study program

A. COMPETENCES³

Key-competences⁴:

- CC1. Personal, social and learning skills;
- CC2. Competences in science;
- CC3. Digital skills.

Professional competences⁵:

- CP1. Working with fundamental theories and concepts in the sphere of value-centered social care, in academic contexts and in specific social and community activities.
- CP2. Critical use of ideas, concepts and theories from the field of value-centered social care to address problematic issues encountered in professional practice.
- CP3. Diagnose the organizational environment in the field of religion and social care.
- CP4. Design and coordinate research to identify community development needs using quantitative and qualitative methodologies.
- CP5. Assume social care principles and values in personal and professional work.

³ Competence is the demonstrated ability to select, combine and make appropriate use of personal, social and/or methodological knowledge, skills and abilities, and other acquisitions of values and attitudes, for the successful handling of a given category of work or learning situations and for effective and efficient professional or personal development.

⁴ Key competences for lifelong learning are those competences that all citizens need for personal fulfilment and development, employment, social inclusion and active citizenship, and are developed in the perspective of lifelong learning, from early childhood and throughout adult life, through formal, non-formal and informal learning.

⁵ Occupational competences are the ability to perform the activities required in the workplace at the quality level specified in the occupational standard. They are acquired formally, i.e. by completing a programme organised by an accredited institution.

Transversal competences⁶:

a) Personal competences:

CT1. Applying the principles, rules and values of the code of professional ethics in different social and professional contexts.

CT2. Identify and make effective use of information sources and communication and training resources (Internet portals, specialist software applications, databases, on-line courses, etc.) in both the Romanian and international languages.

b) Interpersonal competences:

CT3. Assuming specific roles and functions in the work of professional groups or institutions.

CT4. Social empathy and positive relationship with community members.

c) Global citizenship competences:

CT5. Ability to observe and understand points of view from different cultural contexts.

B. EXPECTED LEARNING OUTCOMES⁷

a) Knowledge⁸ - According to the European Qualifications Framework (EQF), the learning outcomes at level 7 of qualification, corresponding to Master's degree studies, involve highly specialized knowledge and critical awareness, some of which are at the forefront of knowledge in a field of work or study, as a basis for original thinking and/or research:

- R1. Knowledge of social care and its relationship with religion and spirituality;
- R2. Knowledge of the social concepts of the major religions;
- R3. Knowledge of the significance of religion and spirituality in the various branches of social care (protection of the family, children, the elderly, etc.);
- R4. Knowledge of the main Christian doctrines and their social relevance;
- R5. Knowledge of qualitative and quantitative methodologies in social needs analysis or organizational diagnosis.

b) Skills⁹ - According to the European Qualifications Framework (EQF), the learning outcomes at level 7 of the qualification, corresponding to Master's degree studies, involve specialist skills for problem-solving in research and/or innovation, for developing new knowledge and procedures and for integrating knowledge from different fields:

- R6. Critical and constructive reflection on the relationship between social welfare values and spiritual values;
- R7. Creative and innovative application of assessment and intervention methods in social care;

⁶ Cross-curricular competences are value and attitudinal acquisitions that go beyond a specific field/programme of study and are expressed by the following descriptors: autonomy and responsibility, social interaction, personal and professional development.

⁷ Learning outcomes are statements that refer to what a learner knows, understands and is able to do at the end of a learning process and are defined as knowledge, skills, responsibility and autonomy.

⁸ Knowledge is the result of assimilating information through learning. Knowledge is the body of facts, principles, theories and practices related to a particular field of work or study. Knowledge is described as theoretical and/or factual. Knowledge is expressed through the following descriptors: knowledge, understanding and use of specific language, explanation and interpretation.

⁹ Skill is the ability to apply and use knowledge to accomplish tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). Skills are expressed by the following descriptors: application, transfer and problem solving, critical and constructive reflection, creativity and innovation.

- R8. Application of specific social needs identification tools - social diagnosis in different community, social and organizational contexts;
- R9. Comparative analysis of the relationship between spiritual and professional values in social care practice;
- R10. Development of a funding strategy for setting up and sustaining social care projects, taking into account spiritual needs, values and resources.

c) Responsibility and autonomy¹⁰ - According to the European Qualifications Framework (EQF), the learning outcomes related to level 7 qualifications, corresponding to Master's degree studies, involve managing and transforming work or study situations that are complex, unpredictable and require new strategic approaches, by taking responsibility for contributing to professional knowledge and practice and/or reviewing the strategic performance of teams:

- R11. Autonomous and responsible application of social care and spirituality knowledge and skills to support social care service recipients;
- R12. Apply knowledge of social care and spirituality to develop effective partnerships between social care agencies and institutions of worship;
- R13. Use specific social care skills to identify and overcome social problems faced by specific individuals, families or communities.

3. Positions being able to be practiced within the labor market

- Social care worker - COR code 263501
- Social inspector - COR code 263512

4. Insuring flexible learning trajectories within the study program

In the Master's program Value-Centered Social Care Practice, students have the opportunity to get involved in voluntary work, which is recognized by the department.

5. Professional activity and student assessment

The rights, obligations and conditions of students' professional activity at the West University of Timisoara are regulated by the Code of Students' Rights and Obligations and the Regulation on the professional activity of undergraduate and postgraduate students, approved by the UVT Senate.

The form and methods of assessment/examination for each subject in the curriculum are set out in the subject descriptions.

6. Study finalization exam

In accordance with the Regulations on the organization and conduct of the examinations for the completion of undergraduate and master's degree studies at the West University of Timisoara, approved by the UVT Senate, the examination for the completion of master's degree studies in any master's degree program organized at UVT consists of a dissertation examination, for which 10 credits are awarded.

The subjects and the bibliography corresponding to the final examinations are published on the website of each faculty and/or on the UVT website before the beginning of each academic year.

Enrolment for the final examination is subject to the student's choice of the subject of the final thesis within 60 days of the beginning of the academic year of the final year of study.

Submission of the final version of the final paper on the e-learning platform must be done at least 5 working days before the scheduled starting date of the exam.

¹⁰ Responsibility and autonomy means the learner's ability to apply his/her knowledge and skills autonomously and responsibly.

Each graduation thesis will be accompanied, at the time of submission, by the Similarity Report resulting from the verification of the originality of the graduation thesis through a specialized software on the UVT e-learning platform.

According to the structure of the academic year, at UVT the final exams can be held in 3 sessions, usually in July, September and February.

7. Training for the didactic profession (if applicable)

Students wishing to opt for a teaching career in pre-university education must also complete the Psycho-pedagogical Training Program (complementary to this study program) in order to certify their competences for the teaching profession and obtain the Certificate of Completion of this program. At the West University of Timisoara this program is organized through the Department for the Preparation of Teaching Staff (DPPD) and can be followed in parallel with university studies or on a postgraduate basis. For more information, visit the link: <https://dppd.uvt.ro>.

STUDIED SUBJECT LIST, BY STUDY YEAR AND SEMESTER
Study year I

Academic year 2022-2023

No.	Subject	C1	C2	Subject code	Semester I				Semester II					
					Hour number/week				Credit number	Hour number/week				Credit number
					C	S	L	P		C	S	L	P	
1.	Spiritual social care	DA	DO	PAS1101	2				6					
2.	Human rights and dignity	DSi	DO	PAS1102	1	1			6					
3.	Religion sociology	DA	DO	PAS1103	1	1			5					
4.	Research ethics	DA	DO	PAS1104	1	1			2					
5.	Advanced social care methods	DA	DO	PAS1105	2	1			6					
6.	Professional practice I	DSi	DO	PAS1106				2	5					
7.	Religious and professional values	DSi	DO	PAS1201						1	1		5	
8.	Child's right protection in Romania	DSi	DO	PAS1202						1	1		5	
9.	Social and spiritual counselling	DSi	DO	PAS1203						2	1		5	
10.	Social policies in Romania	DSi	DO	PAS1204						1	1		5	
11.	Christian religion history	DA	DO	PAS1205						1	1		5	
12.	Professional practice II	DSi	DO	PAS1206								2	5	
Total					7	4		2	30	6	5		2	30
Total weekly didactic hours					13				13					

Study year II
Academic year 2023-2024

No.	Subject	C1	C2	Subject code	Semester I				Credit number	Semester II				Credit number
					Hour number/week					Hour number/week				
					C	S	L	P		C	S	L	P	
1.	Conflict communication and management*	DA	DO P	PAS2101	1	1			6					
2.	Introduction to mentorship	DA	DO P	PAS2101										
3.	Social care research methods	DA	DO	PAS2102	1	1			6					
4.	Major religious text social conceptions	DA	DO	PAS2103	2	2			6					
5.	Applied social and spiritual psychology	DS i	DO	PAS2104	1	1			6					
6.	Professional practice III	DA	DO	PAS2105				2	6					
7.	Systematic theology	DS i	DO	PAS2201						1	1			6
8.	Substance abuse	DS i	DO	PAS2202						1	1			6
9.	Family social and spiritual care	DA	DO	PAS2203						2	1			7
10.	Aged person social care	DS i	DO	PAS2204						1	1			6
11.	Practice for dissertation paper elaboration	DS i	DO	PAS2205									3	5
Total					5	5		2	30	5	4		3	30
Total weekly didactic hours					12				12					

Remark

DF	fundamental subjects
DD	field subjects (if applicable)
DS	specialty subjects
DC	complimentary subjects
DO	mandatory subjects
DOP	optional subjects
DFAC	elective subjects
C	course-type didactic activity
S	seminary-type didactic activity
L	practical-laboratory-type didactic activity
P	practice-stage-type didactic activity