



Department of Social Work

College of Arts

Salahaddin University - Erbil

Subject: Youth's Social Needs

Course Book – Year 3

M.A. Muzhda M. Azeez

2023-2024

Course Book

| | |
|---|---|
| 1. Course name | Youth's Social Needs |
| 2. Lecturer in charge | Muzhda Mohammed Azeez |
| 3. Department/ College | Social Work/ Arts |
| 4. Contact | e-mail: muzhda.azeez@su.edu.krd |
| 5. Time (in hours) per week | Theory: 3 Practical: |
| 6. Office hours | |
| 7. Course code | |
| 8. Teacher's academic profile | https://academics.su.edu.krd/muzhda.azeez |
| 9. Keywords | Youth, , Needs,, Rights, Social Services |
| 10. Course overview: In this section the lecturer shall write an overview about the subject he/she is giving. The course overview must cover: <ul style="list-style-type: none"> ▪ The importance of studying the subject is to help the students to understand what are youth and what are their needs and rights, how to help them and provide them those needs. ▪ Understanding of the fundamental concepts of the course such as: definition of the youth, youth's rights, needs, and justice. ▪ By learning the principles and theories of the course, students will be prepared to understand the process of practicing social work focusing youth and their risk and vulnerability. ▪ Sufficient knowledge and understanding to secure employment in the future as a youth social worker, to be able to work at secondary schools, Juvenile rehabilitation centres, hospitals and many other areas in private and public sectors that provide social services for youth. | |
| 11. Course objective: <ul style="list-style-type: none"> - Understanding of youth and their needs, rights, vulnerability and justice. - Knowledge and skills to be able to identify at risk youth and provide them with social services. - Recognizing suitable methods for helping youth in need. | |
| 12. Student's obligation <ol style="list-style-type: none"> 1- Students will get the articles for the entire course in the beginning of the academic year 2- A Google drive link for this course will be shared with the students so they can download the articles, books and power points that were used for the course. 3- The students have to read the articles and to be prepared to discuss them during the lecture, or have a quiz. 4- All the topics will be included to the final exam. | |

- 5- The students are expected to attend all the classes, if they do not attend without asking for permission, their daily participation grades will decrease.
- 6- Students must respect the lecture hall and do not use mobile phones, camera, or laptops during the class.
- 7- If a student is late and the lecturer is already in the class, the student must not interrupt the class and should wait until the break before asking permission to attend the class.

13. Forms of teaching

Data Show power point presentation and the white board, group work, assignments and discussions.

14. Assessment scheme

One mid-term exam 15%, daily quizzes and participation in group discussions 10%, Writing a report 10%, class attendance 5%.

Final examination 60%

15. Student learning outcome:

- To understand what is youth and what are their justice, needs and rights.
- To be able to identify vulnerable youth and recognize their needs, then work on their case.
- To be able to organize suitable methods to help youth in need.
- Demonstrate knowledge and skills of engaging with youth and their families to provide them with social service and support.

16. Course Reading List and References:

▪ Key references:

- Graham, M. G. (ed) 2000, *Sleep Needs, Patterns, and Difficulties of Adolescents*. National Academy Press, Washington D.C
- Johns, R. 2015, 'Youth Justice' in *Using the Law in Social Work*, 6th ed. Sage Publications, London.
- Williamson, H., Afzal, Sh., Eason, C. & Williams, N. 1996, *The Needs of Young People aged 15-19 and The Youth Work Response*. University of Wales, Cardiff.

▪ Useful references:

- Bulter, I. & Roberts, G., 2004, *Social Work with Children and Families: Getting into Practice*. Jessica Kingsley Publishers, London and New York.
- Chisholm, C., Buchner, P., Kruger, H. & Brown, Ph., 1990, *Childhood, Youth and Social Change: A Comparative Perspective*. The Falmer Press, London.
- Fischhoff, B., Nightingale, E. O. & Iannotta, J. G. (eds), 2011, *Adolescent Risk and Vulnerability: Concepts and Measurement*. National Academy Press, Washington D.C.

Magazines and review (internet):

- Working with vulnerable youth: key concepts and principles, 2018:
<https://pdf4pro.com/cdn/working-with-vulnerable-youth-office-for-youth-2a0ae1.pdf>

| | |
|--|------------------------|
| 17. The Topics: | Muzhda M. Azeez |
| Introduction | Week 1 |
| Working with Vulnerable youth 1: pp. 3 -7 | Week 2 |
| Working with Vulnerable youth 2: pp. 8 - 12 | Week 3 |
| Working with Vulnerable youth 3: pp. 12 - 16 | Week 4 |
| The Needs of Young People 1: pp. 18 - 24 | Week 5 |
| The Needs of Young People 2: pp. 24 - 30 | Week 6 |
| The Needs of Young People 3: pp. 30 - 35 | Week 7 |
| Midterm Exam 1 | Week 8 |
| The Needs of Young People 4: pp. 36 - 42 | Week 9 |
| The Needs of Young People 5: pp. 42 - 50 | Week 10 |
| Sleep Needs, Patterns, and Difficulties of Adolescents 1: pp. 1-11 | Week 11 |
| Sleep Needs, Patterns, and Difficulties of Adolescents 2: pp.13-23 | Week 12 |
| Sleep Needs, Patterns, and Difficulties of Adolescents 3: pp.23-30 | Week 13 |
| Course overview | Week 14 |
| 18. Practical Topics (If there is any) | |
| 19. Examinations: 1. <i>Compositional:</i> In this type of exam the questions usually starts with Explain how, What are the reasons for...?, Why...?, How....? 2. <i>True or false type of exams:</i> In this type of exam a short sentence about a specific subject will be provided, and then students will comment on the trueness or falseness of this particular sentence. 3. <i>Multiple choices:</i> In this type of exam there will be a number of phrases next or below a statement, students will match the correct phrase. | |
| 20. Extra notes: Here the lecturer shall write any note or comment that is not covered in this template and he/she wishes to enrich the course book with his/her valuable remarks. | |
| 21. Peer review پیداچونہوہی ھاوہل This course book has to be reviewed and signed by a peer. The peer approves the contents of your course book by writing few sentences in this section. <i>(A peer is person who has enough knowledge about the subject you are teaching, he/she has to be a professor, assistant professor, a lecturer or an expert in the field of your</i> | |

subject).

ئەم كۆرسىۋىدۇكى دەپنە لايىھە ھەم ئىككى ئەكادىمىيە سەيىر بىرلىك و ئاۋىرۇكى بابىتەكانى كۆرسەكە پەسەند بىكەت و جەند ووشەپەك بىنوسىت لىسەر شىاۋى ئاۋىرۇكى كۆرسەكە و واژوۋى لىسەر بىكەت. ھەم ئۇ كەسەپە كە زانىارى ھەبىت لىسەر كۆرسەكە و دەبىت پەلى زانىستى لى مامۇستا كەمتر نەبىت.