STUDENTS' MANUAL

IPPSE

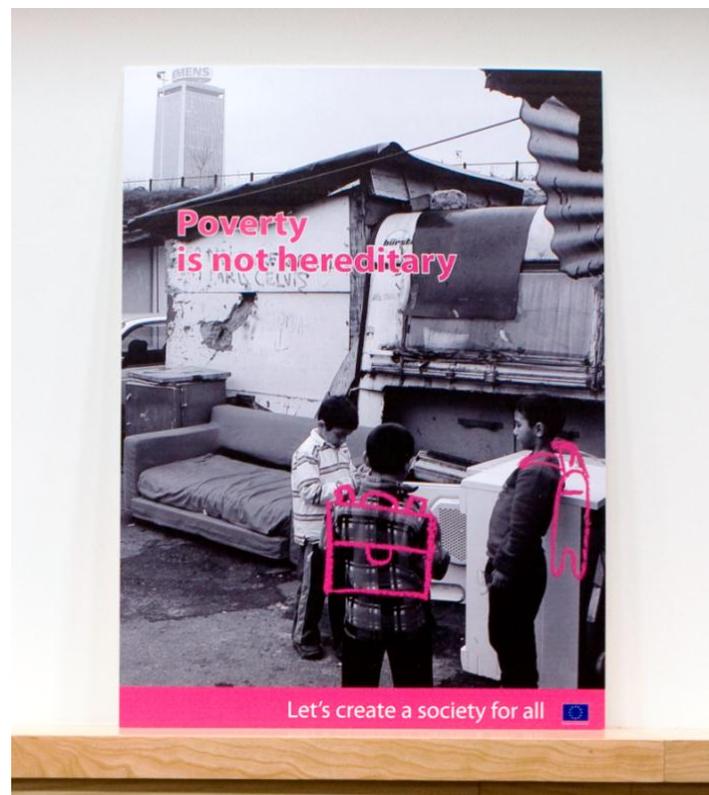# INTERDISCIPLINARY PROGRAMME ON POVERTY AND SOCIAL EXCLUSION

ERASMUS - INTENSIVE PROGRAMME

HELSINKI 2012

Welcome to the STUDENTS' MANUAL of the EU-ERASMUS

Intensive programme of Poverty and Social Exclusion at

Helsinki Metropolia University of Applied Sciences!

Contact Information:
Helsinki Metropolia University of Applied Sciences
PO BOX 4000 (Bulevardi 31)
FI-00079 Metropolia
FINLAND
Tel. +358 20 783 5000
www.metropolia.fi

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Introduction

The European year of Combating Poverty and Social Exclusion 2010 was at the origin of this Intensive Programme, IPPSE, Intensive programme of poverty and social exclusion, which is created and run in close cooperation between the lecturers and international coordinators of the participating institutions.

The participating institutions are:

1. Tallinn Health Care College, Estonia
2. University College Arteveldehogeschool, Gent, Belgium
3. Semmelweis University, Faculty of Health Sciences, Department of Social Studies.
4. Hogeschool Rotterdam, The Netherlands
5. University of Vic, Spain
6. Portuguese Red Cross Health School, Portugal
7. Helsinki Metropolia University of Applied Sciences, Finland

Why?

The year 2010 was the European year of combatting poverty and social exclusion. These growing but unwished phenomena of the modern countries have to be looked at with fresh eyes to understand their nature and meaning in people's lives. The students, teachers and professionals in the multiprofessional working environments of the social and health care are invited to understand and encounter poverty and social exclusion with the intention of preventing and stopping these from developing further.

Now we have a chance to try and understand better what it is that happens to people who become in danger of experiencing poverty and social exclusion. What is already done and what ideas can we generate to combat the phenomena.

We want to enhance a human and open approach joined with a critical mindset to see, hear, think and experience something of what happens around us in the European and global societies.

Who can participate?

Last year students in health care and social services and rehabilitation with a basic knowledge and a multidisciplinary and international interest are invited to participate. Students and staff from COHEHRE partner institutions are welcome to participate.

Admission - What does it cost?

	IP-members & COHEHRE partners
Part 1	At the home country as Learning Assignment
Part 2	€100 – all included • Academic activities • Housing • Including Subsistence

Contacts

Further information can be obtained from:

Eija Raatikainen, Helsinki, Finland, eija.raatikainen@metropolia.fi
Niina Eklöf, Helsinki, Finland, niina.eklöf@metropolia.fi
Aija Ahokas, Helsinki, Finland, aija.ahokas@metropolia.fi

We wish to you an interesting, enriching and eyes-opening experience in Helsinki!

IPPSE

The interdisciplinary programme on Poverty and Social Exclusion is a programme aimed at developing skills and competences in understanding, recognizing and preventing poverty and social exclusion.

The IP applies **multicultural, multidisciplinary, multiprofessional and multiactor approaches** in the implementation of the programme.

This includes **interdisciplinary interaction** among students and staff members of the HEIs (Higher Education Institutions) as a working method, development of knowledge and awareness of the complex issues of social exclusion and poverty as well as further understanding of the multidimensional nature of these issues, and capacity building, which implies different ways of preventing and working with the challenges of poverty and social exclusion in practice.

The main activities:

- **a pre-assignment** in the home country and a ten-day-intensive programme with multiprofessional student and teacher groups.

- **the IP intensive programme** is realized in Helsinki, Finland, Helsinki Metropolia University of Applied Sciences and it consists of field work, keynote lectures, group work, tutorial discussions, student presentations and assignments.

- the IP **includes the dissemination** of intercultural experiences and learning results in each organisation/degree programme.

Aims and objectives of IPPSE

The aims and objectives of the Interdisciplinary Programme on Poverty and Social Exclusion revolve around three main lines:

- interdisciplinary interaction among students and staff members of the HEIs as a working method,

- development of knowledge and awareness of the complex issues of social exclusion and poverty as well as

- further understanding of the multidimensional nature of these issues, and capacity building in the network of European HEIs.

From these three main lines, the following aims and objectives have been outlined:

- To enhance interdisciplinary cooperation between health care, rehabilitation and social services/work
- To develop strategies and exchange expertise on a community based approach and a strategy of empowerment
- To confront students and staff with the benefits of interprofessional, international and intercultural exchange and dialogue
- To enhance the awareness and knowledge of poverty and social exclusion by means of interdisciplinary, multiactor and international exchange
- To enhance the competences to step across the borders of disciplines, organizations and cultures to understand the paradigms of different professions and cultures, to open a dialogue and to exchange ideas and expertise
- To exchange expertise in the field of poverty and social exclusion through an evidence-based approach
- To increase capacity building for new partners in the consortium
- To develop the framework of the COHEHRE (Consortium of Institutes of Higher Education in Health and Rehabilitation In Europe, since 1990) Academy and stimulate partnership of COHEHRE members.

In addition, we would like to emphasize specific objectives in terms of learning experiences by the participants in the IP. With respect to participating students and staff from the several partner institutions, we aim

- To actively stimulate intercultural and interdisciplinary exchange and learning experiences
- To confront students with a diversity of teaching methods and didactics, along three main dimensions: evidence-based, practice and reflection. Students will be confronted with issues of poverty and social exclusion in society. They are expected to actively engage in processes of reflection among themselves, within the learning groups and together with Finnish practitioners and people. This involves the students

in a process of raising awareness of the issues related to poverty and social exclusion.

- To make students aware of the several dimensions of poverty and social exclusion and of the international and global diversity of these phenomena
- To provide students with an explanatory framework for the enduring existence of poverty and social exclusion on several levels of analysis: individual (psychological), the level of peer group and the family, the social level (social structure, policy making, processes of stigmatization, legal frameworks). The framework will be both evidence-based and based on experience and practice.
- To challenge students to develop actions and strategies for specific target groups based on peer exchange, field work, expert interventions and multiprofessional dialogue.

Innovation:

The innovative character of the IP

- is in the recognition and awareness of poverty and social exclusion among social services/work and health care students and in deepening the understanding of the phenomena among the HEI teachers from the multidisciplinary perspective. It aims at screening and analysing different good practices in combating poverty and social exclusion at the national level as well as from a comparative perspective in the EU.

- Another innovative aspect of the IP is its' multiprofessional and multicultural learning environment.

- The learning setting provides opportunities to discover multiprofessional solutions in preventing poverty and social exclusion. The co-operation focuses on teamwork in mixed interdisciplinary teams as a unique contribution to conceptual reasoning and implementation of actions.

- A further innovative character of the IP is to link the implementation of the IP with the experiences of people at risk of poverty and social exclusion as well as familiarization with working practices in various services. From the start of the course students search for information from different sources, go on study visits and work in interdisciplinary teams to develop a specific topic.

- The presentation of this work is the core idea throughout the course. The multiprofessional and multinational view makes it possible to open different viewpoints on the phenomenon and to question the original concepts built in the home country.

Expected learning outcomes

Students:

- gain international and cultural competences
- demonstrate an understanding of the nature of poverty and social exclusion.
- recognize various signs and risks of poverty and social exclusion in professional practice
- compare the phenomenon of poverty and social exclusion and good practices of combating them between the countries in Europe
- enhance the competencies in working in multiprofessional teams in combating poverty and social exclusion
- use the evidence-based view, practice experience and elements of reflection to support a personal opinion on these issues
- learn to express themselves and use professional English
- are motivated for further international cooperation and student exchange

Teachers:

- learn international and multiprofessional cooperation and teamwork
- deepen and enhance their understanding of the phenomenon of poverty and social exclusion and good practices of combating them
- develop their skills in tutoring of international student groups
- develop their skills in international project learning environment
- learn to express themselves and use professional English.

General aspects of the learning activities of IPPSE

The phases of the programme

a) Part 1 - Preparatory Assignment
b) Part 2 - Intensive programme in Helsinki, 20th May 2012 – 1st June 2012

a) Part 1

Preparatory assignment

Every national group of students has a first assignment to accomplish before the beginning of the Intensive Programme in Helsinki. The group has the support of a local tutor(s) **during this preparatory phase** in the home institution.
The subject:
Poverty and Social Exclusion in our country in 2012 to be prepared before the 20th of May 2012.

<u>Task</u>

The purpose of the preparatory task is to orientate yourself on the subject 'poverty and social exclusion' in order to start the IP with a similar starting level among the students. <u>The task includes 3 parts:</u>

Part 1:
Read (roughly) the enclosed literature (attachment 1-5) and study the websites about the topic 'poverty and social exclusion' en write down some key words related to the definition of poverty and social exclusion.
- Attachment 1: Combating poverty and social exclusion - A statistical portrait of the European Union, 2010
- Attachment 2: Eurobarometer survey on poverty and social exclusion
- Attachment 3: Explaining social exclusion
- Attachment 4: Theories of poverty
- Attachment 5: The existence en persistence of poverty
- www.2010againstpoverty.eu
- Article Paul De Roo, Enjoy poverty

Part 2:
Form your opinion and write a about one of the following propositions:
1. You are poor when you don't have enough money
2. Every individual in this world should have a basic income
3. Going on vacation is (unnecessary) luxury
4. In our western society there is no poverty
5. Poverty is your own fault

Write a proposition paper (1A4).

Part 3:
Prepare a presentation about a relevant project (related to poverty and social exclusion) in your home country.
- In general the presentation should consist of:
    o Information about the project (purpose, statistics, description, interventions, etc.)
    o Target group
    o Different disciplines involved in the project
    o Opinion about the project
    o Relation with poverty and social exclusion
    o Taks of each discipline in the prevention of poverty and social exclusion.
- The form of the presentation is flexible (including multimedia materials with descriptions, play acts, power points, other IT based products, etc.)
- Duration of the presentation is 20 minutes (including discussion with the audience)
- It is important that all group members can contribute during the presentation

Part 4:
Your opinion described in your proposition paper will be presented in an elevator pitch during the MP group. An elevator pitch is a short summary (in about 3 minutes) of your proposition paper used to quickly and simply define your opinion.

b) Part 2

The Intensive Programme group studies in Helsinki

Each student will be member of a multinational and multi-professional group (MP-group). Each MP-group has its' own teachers tutors during **the IP**. The tutors are exchanged after the first week of the programme.

Groupwork as the form of learning

The Intensive Programme is built on multiprofessional and multicultural groupwork. Students cooperate in the MP-groups to achieve the learning goals and their personal and group goals in the IPPSE by:

- Getting to know each other in the MP-group and cross the MP-groups
- Processing the goals together in the MP-groups
- Cooperating towards common benefit by learning about group functioning and solving problems
- Using tutoring to facilitate group functioning and achievement of the goals
- Writing daily a personal learning diary
- Processing and evaluating the group functioning on daily basis
- Working actively in cooperation to gather information and to process it
- Taking individual and collective responsibility to work on deepening the knowledge and the understanding of poverty and social exclusion of today

The Daily programme
At the arrival in Helsinki on the 9th of May in the evening there is a meeting where everyone receives the updated IPPSE Daily programme.

The individual diary
The students write daily a diary on their experiences, learning activities, thoughts and feelings as well as ideas to bring forward in the group for further development. The diary is personal and will be used by the student him-herself in the MP-group to draw the conclusions on learning and development towards the end of the programme. Each student produces a short summary on his-her diary at the end of the programme.
The tutors keep diaries as well.

MP-groups
Each student is a member of a multiprofessional group (MP-group) of 6-7 students. The MP-group will stay the same throughout the two week programme. The MP-groups work for collective learning and at times they join other MP-groups for assessment and planning of the learning activities.

The MP-group shares responsibility to support every member and to keep timetables and spread information.

Tutoring
Through the intensive programme the MP-groups are supported by teacher tutoring. Every day there is a session of group tutoring (15-20 min. per day) between a MP-group and its' teacher tutor. The tutoring is a support for the work of the MP-group. The MP-group is expected to find out where it needs support for the learning activities and be active in the use of tutoring. Tutoring consists of open dialogue, reflection, sharing information, guidance, problem solving and support.
The tutors meet every day for sharing information, coordinating the learning activities and solving emerging problems.

1st week Tutors

- Pille Javed (Tallinn) / (pille.javed@ttk.ee)
- Sandra Mägi (Tallinn)
- Zolt Petke (Semmelweis)
- Margarida Ouro (Lisboa)
- Miriam Torres (VIC)
- Denoix Kerger (Artevelde) (denoix.kerger@arteveldehs.be)
- Mirjam de Koning (Rotterdam) (m.a.koning@hr.nl)
- Rens Martijn (Rotterdam)

2nd week Tutors

- Pille Javed (Tallinn) (pille.javed@ttk.ee)
- Anita Horkai (Semmelweis)
- Fernanda Principe (Lisboa)
- Rens Martijn (rens.martijn@hro.nl)
- Linda Mussch (Artevelde) (linda.mussche@arteveldehs.be)
- Laura Vidaña, VIC
- Mirjam de Koning/ (m.a.koning@hr.nl)

Presence
The students and teachers are expected to participate in all of the different activities presented in the IPPSE Daily programme. The exceptions are asked to be announced to the coordinators and tutors immediately when situation of absence is known.

Coordinators in Metropolia

- Eija Raatikainen (eija.raatikainen@metropolia.fi)
- Aija Ahokas (Aija.Ahokas@metropolia.fi)
- Lea Moua

Evaluation and assessment

Evaluation of the Students' products

The following structure could be used as ground for assessments of the presentations (and for other products of the students with some small changes).

Table of evaluation

Contents		
pts 3 (4-5)	2 (3-2)	1 (1)
1 Marks out the contents very well	Marks out the contents vaguely	Doesn't mark out the contents
2 Sticks to the subject	Makes an effort to stick to the subject	Doesn't stick to the subject
3 Offers plenty of information concerning the subject	Offers limited information about the subject	Doesn't offer sufficient information about the subject
4 Makes good use of existing sources, like literature, internet, witnesses, illustrations, personal experiences, etc.	Makes limited use of existing sources, like literature, internet, witnesses, illustrations, personal experiences etc.	Doesn't use existing sources, like literature, internet, witnesses, illustrations, personal experiences, etc.
5 Is able to give his/her views on the subject	Is vaguely able to give his/her views on the subject	Isn't able to give his/her views on the subject

Structural aspects		
pts 3 (4-5)	2 (3-2)	1 (1)
1 Manages a clear structure with an introduction, a centre and a conclusion and these parts are	Manages a vague structure with an introduction, a centre and a conclusion and these parts are not	Doesn't manage a clear structure with an introduction, a centre and a conclusion and

	fluently linked	fluently linked	these parts are not fluently linked at all
2	Gives a clear introduction to the subject	Gives a vague introduction to the subject	Doesn't give a clear introduction to the subject
3	Structures his/her thoughts in a logical way	Structures his/her thoughts in less logical way	Structures his/her thoughts in an unlogical way
4	Specifies his/her ideas one by one	Specifies his/her ideas less systematically	Specifies his/her ideas not at all systematically
5	Meticulously uses the basic structure of the presentation	Meticulously uses the basic structure of the presentation with slight defaults	Vaguely uses the basic structure of the presentation
6	Clearly winds up the presentation	Vaguely winds up the presentation	Doesn't really wind up the presentation
7	Uses the diverse data sources critically	Uses some data sources and shows some criticism	The data sources are scarce

Presentation			
pts	3 (4-5)	2 (3-2)	1 (1)
1	Makes and keeps contact with the audience	Doesn't always succeed in making and holding the contact with the audience	Doesn't make contact with the audience
2	Expresses him/herself convincingly	Weakly expresses conviction	Doesn't express conviction on the subject
3	Shows professional attitude towards the subject matter	Struggles to show professional attitude for the subject matter	Doesn't show professional attitude towards

		the subject matter

Who evaluates and how?

The evaluation of individual and group tasks

Individual and group tasks and their evaluation	Evaluation mode	Grades/ other
Individual tasks		
Writing daily a personal learning diary	Tutors check Self-evaluation	Accepted/not accepted
Assessing own learning and co-operational activity	Tutors check Self-evaluation	Accepted/not accepted
Group tasks		
Preliminary assignment	Tutors evaluate	1-3 pts (1-5)
Summarizing the diary work in the MP-group at the end of the course	Group evaluation Tutors evaluate	1-3 pts (1-5)
Writing goals and plans of action in MP-groups for each task	Tutors check	Accepted/not accepted
Participating in the various study visits	Tutors check	Accepted/not accepted
Participating daily in the tutorial sessions	Tutors check	Accepted/not accepted
Producing summaries and reports on the study visits and other data collection	Tutors evaluate	1-3 pts (1-5)
Assessing the group functioning	Tutors check Group self-evaluation	Assessment form
Producing final report and recommendations on poverty and social exclusion	Tutors evaluate	1-3 pts (1-5)
Group and individual tasks		
Using tutoring actively to facilitate the learning processes and solving problems	Tutors check Group self-evaluation	Accepted/not accepted

Accreditation

The accreditation of the Course is based on the principles of the European Credit Transfer System (ECTS), which has become the standard in European student exchange. It allows the home institution to incorporate the credits and

grades of the students in their curriculum. The whole IP worth **3 ECTS**, the preparatory assignment is validated for 1 cr. and the face-to-face part is for 2 cr., when the student's participation meets the assessments requirements.

At the end of the course the students get a certificate and a transcript of record signed by the course coordinators of the different departments of their home institution.

Please, follow the IPSE Daily programme

and be alert for any changes in the timetables

which will be announced at their occurrence.

Welcome to Helsinki!

http://www.helsinki.fi/en/index.html
http://www.visithelsinki.fi/In_English/Visitor.iw3
http://www.hel.fi/hki/Helsinki/en/Etusivu
http://www.helsinki-vantaa.fi/home
http://www.portofhelsinki.fi/frontpage
http://www.google.fi/search?q=helsinki&hl=fi&client=firefox-a&hs=rqf&rls=org.mozilla:en-US:official&prmd=ivnsml&tbm=isch&tbo=u&source=univ&sa=X&ei=4Z2lTb2RO4resgb-zKyrBw&ved=0CIUBELAE&biw=1680&bih=780

<mark>Literature</mark>

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Youth and Social Capital. London: The Tufnell Press.
Iisakka, L. 2006. Social capital and trust. In Iisakka, L. (ed.) Social capital in Finland statistical Review. Elinolot 2006. Tilastokeskus. Helsinki: Edita Prima Oy.
Putnam, R.D. 1993. Making democracy work: civic traditions in modern Italy. Princeton: Princeton University Press.
Putnam, R.D. 2000. Bowling alone: The Collapse and Revival of American Community. New York: Simon & Schuster.
Putnam, R.D. & Feldstein, L. with Cohen, D. 2003. Better together: Restoring the American community. New York: Simon and Schuster.

Links

http://ec.europa.eu/social/main.jsp?langId=en&catId=1
http://ec.europa.eu/social/main.jsp?langId=en&catId=21
http://www.2010againstpoverty.eu/export/sites/default/downloads/Journalist_Award/JA_FI.pdf
http://ec.europa.eu/social/main.jsp?catId=797&langId=en&albumId=60

Appendix 1

Planning

(to be filled in in Microsoft Word programme)

Planning and evaluation	Main actions	Part actions	Time-table	Responsibilities
STRUCTURE				
Subject				
Task				
Goal				
Environment				
Timeframe				
What do we know?				
What do we need to know?				
Main concepts				
Resources, equipment				
Distribution of the tasks				
Rules of evaluation				
PROCESS				
How to start?				
Do we need support? What kind?				
How to prioritize?				
How to work?				
How to communicate?				

How to gather data, information, knowledge?		19		
How do we record data?				
How to put things together?				
How to present the outcome?				
How did we reach goals?				
What helped us to reach the goals?				
What stopped us from reaching the goals?				
OUTCOMES				
Product 1				
Product 2				
Other				

Appendix 2

How to evaluate the study visit?

(to be filled in in Microsoft Word programme)

What was your target organization, unit?	
What was its' purpose?	
How were the facilities?	
How to discuss the study visit in the MP-group?	
How did poverty or social exclusion become present for you?	
Did you get the information you had planned to get?	
Did the visit fulfill your expectations? How? Why not?	
Did something shock you or make you wonder? What? Why?	
What did you learn?	

Appendix 3

Self-assessment of functioning in a group

(to be filled in by Microsoft Word)

Student / group / date	
Have I been motivated to work in a group?	
Have I been active in the group?	
Have I been listening to what the others have to say?	
How have I been expressing myself in the group?	
How have I been cooperating with the other members?	
Have I empathized with the others' experiences?	
What has been my relationship to the leadership in the group?	
How have I contributed to keeping to the task?	
How have participated in managing the working atmosphere in the group?	

Appendix 4

The diary guide

(to be filled in in Microsoft Word programme)

How to write the diary?	
Date	
Tasks of the day: what did I do?	
What did I experience? Learn?	
How did I manage the groupwork?	
What should I do to go on with learning?	

Daily reporting guide

How to summarize the day?	Date	MP-group
Tasks of the day		
Evaluation of the day		