Syllabus

INTERPERSONAL SOCIAL NETWORKS - 3430

Last update 01-12-2013

**HU Credits:**  4

**Degree/Cycle:** 1st degree (Bachelor)

**Responsible Department:** School of Social Work and Social Welfare

**Academic year:** 3

**Semester:** Yearly

**Teaching Languages:** Hebrew

**Campus:** Mt. Scopus

**Course/Module Coordinator:** Prof Howard Litwin

**Coordinator Email:** howie.litwin@mail.huji.ac.il

**Coordinator Office Hours:** Tuesday, 10:00-11:00

**Teaching Staff:**
  Prof Howard Litwin
Course/Module description:
People belong to social networks that provide them love, guidance, support, emotional affiliation and more. Social networks can also be a source of negative emotions and / or challenging behavior. This research seminar would investigate the phenomenon of social networking and examine the ties of personal social networks to different situations. During the seminar, students will learn how to recognize and diagnose personal social networks, how to understand the possible implications of social networks on the individual belongs to them, and how to use this information to build intervention programs to man and his environment. [It should be noted that the course does not deal with online virtual networks (such as "Facebook"), but with "material" social networks in which people exchange emotions and resources].

Course/Module aims:
Provide students with the tools and knowledge to carry out empirical research in the social sphere.

Learning outcomes - On successful completion of this module, students should be able to:
- Knowledge of the elements of building a research program: a literature review, setting hypotheses and testing them, building a questionnaire, data processing, producing findings, conclusions.
- Develop insights arising from empirical critical thinking.

Attendance requirements(%):
Up to three absences per semester

Teaching arrangement and method of instruction: Lectures, discussions, laboratory.

Course/Module Content:
1) Introduction to the seminar
2) The terms social network and support network
3) the social network structure and interaction within it
4) Description of social networks literature
5) type of social network
6) Social network over the lifetime
7) instruments for measuring social networks

8) examination of the social network adapters

Required Reading:


ליטוין, הווארד. סוגיות מתודולוגיות במדידת רשתות חברתיות, + גרונטולוגיה
2001

http://dx.doi.org/11.1116/s1190-4065(00)80012-2

http://libnet.ac.il/~libnet/pqd/pqd_issn.pl?0016-9013

19.11.13 (6)
Belle, Deborah (ed.). Children’s social networks and social supports. New York:
Wiley, 1989. (301.431 C557)

Cochran, Moncrieff, et al. Extending families: The social networks of parents and

Cotterell, John. Social networks and social influences in adolescence. London:
Routledge, 1996. (301.4315 C677)

size and social support in a four-year longitudinal study. Journals of
Gerontology: Social Sciences, 53(6), S313-S323

3.12.13 (7) כלים למדידת הרשת החברית


Norbeck Social Support Questionnaire (NSSQ):
http://nurseweb.ucsf.edu/www/NSSQ-Scoring.pdf

10.12.13 (8) כלים למדידת הרשת החברית
Lubben Social Network Scale (LSNS): http://www2.bc.edu/~norstraj/default.html

UCLA Loneliness Scale
http://www3.shastacollege.edu/lvalvatne/psych15/ucla_loneliness_scale.htm

Berlin Social-Support Scales (BSSS) http://userpage.fu-berlin.de/~health/soc_e.htm

Multidimensional Scale of Perceived Social Support
http://www.atkinson.yorku.ca/~psyctest/socsupp.pdf

לובן, הווארד. העיון התומכים: רשתות חברתיות ושעון רצון בציבור קשישים בדיאגרictured, גרונטולוגיה (78): 26-14, קיץ, 1997

גרין, ורדה ואוסלנדר, גייל. היחס שבין רשתות חברתיות פורמליות לבין איכות החיים של קשישים המבודדים בתפקוד. + גרונטולוגיה, לא (1), תשס"ד 2004, ע' 11-31


http://dx.doi.org/11.1116/S0277-9536(97)00209-4

Additional Reading Material:
None

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 80 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 20 %

Additional information:
The course grade will consist primarily of the written seminar paper (80%). The rest of the course grade (20%) is based on the level of participation in the learning process, classroom discussions and work of the research team. Also taken into account will be the quality of written assignments submitted and class presentation.
quality. Attendance will be taken into account.