

Social Work Education in Europe: towards 2025

Milan, Italy
29th June - 2nd July 2015

EASSW - European Association
of Schools of Social Work



DIPARTIMENTO DI SOCIOLOGIA
E RICERCA SOCIALE



ABSTRACT BOOK

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INDEX

LETTERS OF WELCOME	IV
COMMITTEES	VI
TABLE OF CONTENTS	VIII
KEY NOTE AND HONORARY	1
ORALS COMMUNICATIONS	7
POSTER PRESENTATIONS	339
AUTHOR INDEX	375

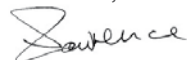
Dear EASSW Members, Colleagues and Friends,

On behalf of the European Association of Schools of Social Work (EASSW), I am very pleased to invite social work academics, students, service users and carers, practitioners, policy makers and all those concerned and involved in social work education to our biennial conference. Bicocca University, in Milan, Italy have very generously offered to host our conference from 29 June until 2 July 2015.

Our conference title is 'Social work education in Europe: towards 2025' and we sincerely hope that it will help to stimulate a lively and constructive debate among participants about the future of social work education in Europe. Social work and social work education have both undergone many fundamental changes in recent years. We believe it is time to come together to debate the direction we need to travel together to ensure that for the future, social work education will be fit for purpose and for the many challenges that will confront us all.

I look forward to meeting you in Milan, to engaging collectively with your ideas, experiences, wishes and plans for the future of social work education.

Susan Lawrence
President, EASSW



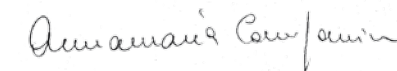
Dear EASSW and AIDOSS Members, Colleagues and Friends,

On behalf of the Association of Italian Social Work Teachers (AIDOSS), I am delighted to invite you to the EASSW biennial conference 'Social work education: towards 2025' that will be hosted at Bicocca University, in Milan, Italy from 29 June until 2 July 2015.

During 2015 Milan will also host the International Exposition (EXPO) and the issue of this edition is "Food for the planet" , looking for and developing new global possibilities so that everyone on the planet can have access to food that is healthy, safe and sufficient. As AIDOSS we thought it would be an interesting challenge to have the EASSW conference in this same frame.

We hope that social work teachers, academics, students, as well as policy makers, practitioners, service users and carers can come together and debate how social work education can face the challenges of future years in Europe. We will share experiences and opinions on how to enhance human rights and to fulfil the social work mission to contribute to realise a just and sustainable society.

Annamaria Campanini
President, AIDOSS



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TABLE OF CONTENTS

KEYNOTE AND HONORARY	1
ORAL COMMUNICATIONS	7
Knowledge, Skills and Values of Social Work	9
The Theory and Practice Relationship	57
Social Work Research on Practice and Education	107
A Generic or Specialist Social Work Education	145
International Dimension in Social Work Education	155
Teaching Social Work and Social work Education in time of Crisis	189
Challenges and Opportunities in Developing Social Work Curricula	213
Reflecting on Social Work Teaching Methods	247
Italian session	297
Spanish session	327
POSTER PRESENTATIONS	339
Knowledge, Skills and Values of Social Work	341
The Theory and Practice Relationship	343
Social Work Research on Practice and Education	351
A Generic or Specialist Social Work Education	355
International Dimension in Social Work Education	357
Teaching Social Work and Social work Education in time of Crisis	361
Challenges and Opportunities in Developing Social Work Curricula	365
Reflecting on Social Work Teaching Methods	367
AUTHOR'S INDEX	375

KEY NOTE AND HONORARY

Social work education in Europe: towards 2025Lorenz W.*Rector and Professor for Applied Social Science ~ Free University of Bozen~ Bolzano ~ Italy*

Walter Lorenz

Rector and Professor for Applied Social Science
Free University of Bozen / Bolzano

Europe is experiencing a crisis of integration which manifests itself not only at the borders but in parallel at the dividing lines inside European societies. Recent economic developments globally and nationally enforce mobility on a scale reminiscent of the first industrial revolution with a comparable disruptive effect on social bonds. At the same time control measures at borders, but also at access points to economic and social support provisions are increasing with the effect of excluding vulnerable people more and more. Social work is being challenged by these developments into either adopting a 'politically neutral' role and concentrate on 'rescuing' individual cases or into asserting its political mandate and address also the structural causes of exclusion. In the latter case it contributes significantly to the re-affirmation of the European project based on inclusion.

The Challenges Revealed by Critical Reflection for Social Work Education, and how Critical Reflection can helpFook J.*Professor of Higher Education Pedagogy ~ Trinity University ~ Leeds ~ UK*

Jan Fook

Professor of Higher Education Pedagogy
Leeds Trinity University

As social work educators we are much concerned with a multitude of dilemmas, as the themes for the conference testify. How do we educate for values, particularly social justice in the face of neo-liberal trends; how do we integrate what feel like the relatively separate worlds of theory, practice and research to make for better-rounded professionals; how do we prepare students to maintain local responsiveness in the context of a global awareness? Whilst many of these issues are not new, they continue to reign as prime concerns.

Over the last few decades I have conducted numerous critical reflection workshops with a range of professionals. What I have found is that the persistence of these very dilemmas is in part maintained through the intellectual lenses we use to conceptualise them. This is not to deny that there are very real material and historical conditions which bring about our current way of understanding what is happening, and which of course delineate to a large degree what is happening. What role therefore does and can critical reflection play in contributing to new and different approaches to some of these long-standing dilemmas?

In this paper I describe some of our more hidden and fundamental ways of thinking which may go unchallenged, but which need challenging in order for us to develop new ways of approaching some of these dilemmas. I finish by positing some new directions we might want to consider.

**Sendai Framework for Disaster Risk Reduction:
A Timely Opportunity for Social Workers' Leadership in Building Social Resilience**

Wahlström M.

Special Representative of the Secretary-General for Disaster Risk Reduction ~ United Nations International Strategy for Disaster Reduction (UNISDR) ~ Geneva ~ Switzerland

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Keywords—Sendai framework, disaster risk reduction, role of stakeholders and social vulnerability and social resilience

This paper highlights how social workers can be a driving force for the implementation of the Sendai Framework for Disaster Risk Reduction. On 18 March 2015 at the 3rd World Conference on Disaster Risk Reduction, representatives from 187 UN Member States adopted the Sendai Framework, with a vision of resilient people and resilient planet. The Framework aims to achieve a substantial reduction of disaster risk and losses in lives, livelihoods and health by 2030, as well as losses of economic, physical, social, cultural and environmental assets. Such assets may belong to persons, businesses, communities and countries.

To achieve the expected outcome, governments and stakeholders need to create policy and take practical actions to prevent new disaster risks from accumulating, and to reduce existing disaster risk through implementation of integrated measures. Such measures fall in many different areas, including economic, social, health, cultural, educational, environmental measures. Their common aim is to prevent and reduce hazard exposure and vulnerability to disaster, and thus strengthen resilience.

Social workers have made important contributions over the past 10 years to the implementation of the Hyogo Framework for Action 2005-2015 – Building the resilience of nations and communities to disasters. Traditionally and through their daily work, social workers are engaged in disaster management, focusing on stress and trauma counselling, interventions in public health systems, hospitals, schools, and social welfare systems. The coming decade and the implementation of the Sendai Framework both provide and opportunity but also calls for a broader and more active role of social sciences and social work in contributing in areas such as understanding risk and stimulating behaviour that aim to protect people and communities rather than increase exposure to hazards and risk,

research in to medium and long term impact of disasters on people and their life situations. How can public health and education systems contribute in a positive and sustained manner to reducing future risk and loss.

The paper will analyse the social aspects of disaster risk reduction and underline successes and gaps in the work over the decade past. It will also point to the understanding that social cohesion is of critical importance to resilience and communities abilities to protect themselves but also that it is little understood how to contribute to strengthen and use the social cohesion as an element of disaster risk reduction. Lastly, the paper will provide food-for-thought on how social workers can assume their leadership and make the fullest contribution to the four priority areas of the Sendai Framework, to reduce social vulnerability and build social resilience.

Hope over fear: social work education towards 2025

Ferguson I.

Honorary Professor of Social Work and Social Policy ~ University of the West of Scotland

Iain Ferguson
Honorary Professor of Social Work and Social Policy
University of the West of Scotland

Prediction of possible futures is fraught with dangers. The actual development of capitalism proved to be very different from the fantasies of 19th century utopian socialists. Francis Fukuyama's proclamation of 'the end of history' following the collapse of the Berlin Wall in 1989 now seems like a bad joke in the light of developments in the Middle East and the Ukraine. And as recently as ten years ago, who would have predicted that the neoliberal project would end in what is now widely viewed as the longest and deepest crisis of global capitalism?

Given that experience, predicting where social work education might be in 2025 is a potentially hazardous enterprise. Nevertheless, the recent resurgence of interest in utopian thinking reflects a widely-felt desire to go beyond 'capitalist realism' and to envisage different possibilities – a desire also reflected in political developments in Greece, Spain and Scotland. In addition, utopian thought does not need to be based on wishful thinking. Within the tradition of the Frankfurt School and the classical Marxist tradition more widely, constructing possible futures is based on the concept of immanent critique – in other words, identifying these trends, developments and possibilities inherent within the present situation which allow us to envisage alternatives to the dominant order.

Following an outline and critique of current trends within social work education as reflected both in the debates around the Global Definition of Social Work and also recent policy initiatives in English social work education, this paper will propose a model of radical social work education which challenges the neoliberal orthodoxy and seeks to identify the resources of hope – theoretical, historical, professional, and political - present in the current situation which can help us promote that model.

ORAL COMMUNICATIONS

**KNOWLEDGE, SKILLS AND VALUES
OF SOCIAL WORK**

OC.01-1 Session 1 - parallel session 1

OC.01-1.1

TOOLS FOR THE SOCIAL DIAGNOSIS OF PARENTHOOD: PARENTAL CARE ASSESSMENT**A CASE STUDY IN BOLOGNA TO DISCOVER THE WAY FOR SOCIAL WORK TO BALANCE BETWEEN AN EVIDENCE BASED APPROACH AND THE REFLECTIVE PRACTICE**

Ortolani A.

Università degli Studi di Bologna ~ Bologna ~ Italy

The background idea of the present research project was born as a result of the training course “Assessment of parenting: tools and methods of social work intervention” organized by a specialized centre in Bologna, that I attended in person since it targeted the social workers of the province. At the end of the abovementioned training, the social workers involved expressed the need to deepen the topics approached and outline some methodological tools able to address their daily work practices, in the field of social diagnosis.

The main aim of the research, I carried out during my ph.D, is to analyse the path for the assessment of parental care recently outlined by the local social services and to study the use of the tools identified to assess the outcomes of their application, also in comparison to traditional methods. The study includes the analysis of materials proposed by the Bologna cluster, with the scope to ensure their reliability through direct experimentation, conducted by a group of about thirty social workers, using both quantitative and qualitative methods. Parenting assessment is a field of study and research more relevant than ever, especially given the recent Italian child protection law reforms. Particularly with respect to foster care that modifies significantly the setting of parenting assessment by asking various professionals not to identify the best parental care anymore, but to consider the risk factors that may be an obstacle to a sufficiently good parenting, able to ensure the mental well-being of the child and his/her harmonious development.

OC.01-1.2

HOW AND WHY A HOLISTIC MULTIDISCIPLINARY COLLABORATION MAKES A DIFFERENCE FOR CHILDREN AT RISK

Vilumsen A.M.^[1], Austeen Leth L.^[2]

^[1]VIA University College ~ Aarhus ~ Denmark, ^[2]Aalborg University ~ Copenhagen ~ Denmark

The aim of this research project is to study how and why holistic multidisciplinary collaboration has a positive effect on children at risk and their parents and to use this knowledge in the education of future social workers. The study takes place in a Danish municipality. In an effort to increase parent employment and to improve wellbeing of children at risk the municipality has chosen to combine the case worker positions so only one professional instead of two holds this position for the whole family. The case worker also functions as coordinator for the different collaborators who are in contact with the family. This process is evaluated through quantitative data.

In our part of the study, focus is on the joint multidisciplinary efforts of all these collaborators. The study is founded on the assumption that children at risk present with complex problems which demands complex solutions and that these are best reached through multidisciplinary collaboration. Multidisciplinary collaboration is understood as collaboration across professional disciplines working directly with children and families. Through the collaboration, the different professionals will expand their understanding of the child with the aim of reaching a mutual understanding of needs. Hereby perceptions and interventions are negotiated between different knowledge about the child from different settings. This process is evaluated through qualitative data. These are generated by interviews with the parents throughout the project in order to discover how their perception of their own as well as their child's well-being is affected. By combining these data with questionnaires filled out by professional and parents, test scores from the child as well as the aforementioned quantitative data it is our hope to clarify and teach why and how holistic multidisciplinary collaboration does have a positive effect on children at risk.

OC.01-1.3**HOW TO EMPOWER A COLLAPSED PARENTHOOD**

Widerlöv M.^[1], Heule C.^[2]

^[1]Malin Widerlöv ~ Lund ~ Sweden, ^[2]School of Social Work, Lund University ~ Lund ~ Sweden

Parents to children who have been placed in foster care are not often given much attention after their children have been placed. The biological parents have very little power to influence practice development or research questions. This is not for the best interest of the children, as important knowledge about the complexity of the problems risks to get lost. Furthermore the intervention can cause more damage than good. Research on children in foster care often focuses on the fosterfamily. It is rare that research on people with drug abuse problems or mental illness focuses on their parenthood. In this presentation we will present a project that has been a collaboration between the School of Social Work in Lund and Maskrosföräldrar, an organization that is run by parents of children who have had their children placed in foster care. The purpose of the project has been to develop knowledge about the biological parents and their needs and situation. A basic idea has been that the methods and strategies used within the project would also strengthen and mobilize the participants ability to be parents. By inviting parents who themselves have had the experience of placements of their children to take responsibility in the knowledge development, new conditions appears to approach a very sensitive topic – the disqualified parenthood. In this presentations we will discuss the methods that has been used within the project - advantages and difficulties.

OC.01-1.4**APPROACHING THE CONCEPT OF FAMILY FROM THE SOCIAL WORK. THEORETICAL MODELS AND RESEARCH RESULTS**

Durán Monfort P., Parra Ramajo B., [Palacín Bartrolí C.](#)

Universitat de Barcelona - Barcelona - Spain

This communication is framed in the context of the research “Intervention with families from the Social Work” developed by the Grup de Recerca i Innovació en Treball Social of Universitat de Barcelona. This study raises to generate knowledge about Social Work with families, theoretical models and intervention methodologies used by professionals to improve their practice and holistic care offered to needy families in Catalonia.

Our presentation aims to go in depth about the concept of family, taking into consideration the importance that this form of social organization always had for our discipline, which since its inception centred its focus on this primary social institution, viewed from a holistic perspective and as a dynamic whole. We will contemplate a theoretical approach that allows contextualize the information gathered through focus groups and interviews, reflecting the different discourses and concepts that social workers and families have developed and have about this concept.

We will tackle the crisis in the nuclear family model, current since the late nineteenth century, whose extinction supposes the end of hegemony held and the emergence of “posfamiliar family” (Beck-Gernsheim 2003), comprising new forms of cohabitation pose and reproduce freedom in the choice of family life (Fernández García and Ponce de León Romero, 2011). These emerging ways of doing family (Konvalinka, 2012) are drawn around single parenthood by choice, family recomposition, homoparentality, delayed family formation, the emergence of transnationality within families, as the adoption and the changes arising from the use of assisted reproductive techniques (Sanz Abad et al, 2013). The appearance in our society of new models and family profiles draws a complex scenario, as shown by the results obtained in our research, which poses challenges for social work professionals from the flexible identity that has allowed the accommodation of the discipline developments and social transformations (Hernández Aristu, 2009).

OC.01-1.5**GETTING THE BALANCE RIGHT: CHILD RIGHTS PERSPECTIVE TO CHILD PROTECTION IN UNDERGRADUATE SOCIAL WORK EDUCATION IN AUSTRIA**Du Plessis-Schneider S.*University of Applied Sciences Vorarlberg ~ Vorarlberg ~ Austria*

The aim of this presentation is to reflect on a child rights perspective to child protection and child welfare in Austrian undergraduate social work courses. The UN Convention on the Rights of the Child (UNCRC) provides a globally recognized framework to reflect theory and child protection policies and legislation that inform professional judgment in social work. Consequently, this framework lays out social work commitments to protect and enable young people to develop to their fullest potential regardless of practice settings and agency policies. In addition, the international social work community (International Federation of Social Workers 2002) and children's welfare and advocacy organisations (UNICEF, Eurochild) recognise a child rights perspective as the imperative that governs professional practice. This requires that students develop and apply expertise that goes beyond child development theories to include a child rights perspective. The past five years has seen a flurry of literature addressing human right-based approaches in social work. Nonetheless, how students utilise this knowledge, and apply it to develop their social work expertise, remains quite limited. In the course of her teaching, it has come to the authors attention that there is a strong focus on children's rights rhetoric, but less so on how to utilise the UNCRC in generic social work practice, such as casework. This is shadowed by a culture of blame that views the problems young people experience as their own personal failings. This disregards the young person's voice in reflecting and criticising power relations between adults and children. How are these sensitive issues explored within social work education? With a child rights perspective, the real work begins by reflecting on past, present and future issues situated within the framework of children's rights. This means to move forward from the realm of rhetoric to action, and develop a culture of professional accountability.

OC.01-1.6**KNOWLEDGE IN PRACTICE AND RESEARCH - A BRIDGING SOCIAL WORK COURSE**Ebsen F.*University college Metropolitan ~ Copenhagen ~ Denmark*

Whether education can change outcome in professional social Work practice with vulnerable children is difficult to prove. The best indicators on positive changes are probably education, which are based on consistent concepts, knowledge about how the concepts can be implemented into practice by social workers, how it can be spread into their working organization and even spread to other similar organizations. The project Knowledge based Social work at Metropolitan University College in Denmark use a post-qualifying course to improve knowledge in social work with vulnerable young people. The course aims to combine two concepts about knowledge: Knowledge from research produced in institutions outside practice and knowledge produced in practice. Research knowledge is presented through examples and discussion of ordinary research about relevant topics. Practice knowledge is presented through different session with managers, politicians, professional collaborators and young people and 42 social workers. In the course we introduce two newly developed tools (MySocialworker© and MyAdvisor©) who give each social worker new information about their work/clients and generate common knowledge which can be used in their organizations. The course is expected to qualify the way social workers municipal organization use knowledge and soften up its boundaries to the surrounding pool of knowledge. The aim is to help social workers, managers and politician at a local level to generate criteria which ensure that research gets relevant to practice. The course is carried out through this Winter in 3 municipalities. It will be evaluated through three questionnaires and interviews with the participating social workers and their leaders. The results are expected to be presented at the conference.

OC.01-2 Session 1 - parallel session 2

OC.01-2.1**ENHANCING MULTICULTURALISM IN SOCIAL WORK EDUCATION IN A HIGHLY CONFLICTED ENVIRONMENT**

Pagorek Eshel S.^[1], Geron Y.^[1], Shamo-Nir L.^[2]

^[1]Department of Social Work, Zefat Academic College ~ Zefat, ^[2]Department of Behavioral Sciences, Zefat Academic College ~ Zefat

It has been well established that sensitivity to the cultural background and professional experiences of Social Work students is an essential component for enriching the professional training and enhancing the development of students' cultural competence. Yet more practical knowledge is needed in order to develop strategies for the implementation of this notion in training programs in Social Work education, especially when the social context is highly conflicted due to multicultural and political tensions.

The proposed presentation will focus on a social work education program which has been operating in the last six years in a multicultural college in Israel. The structure of the human environment of the college can be seen as a natural laboratory for examining multiculturalism in a highly conflicted environment, as it consists of populations characterized by diversity and political conflicts of faculty, field supervisors and students.

The program is integrated as part of the multicultural vision of the college. Thus staff members and students experience the complexity of the multicultural reality as a challenge, through a dialogue based on values and faith. The presentation will demonstrate complex dilemmas, which derive from the interaction among academic content, field experience as well as the political and the professional identities of the staff and the students.

The distinctive expressions of these dilemmas will be described comparing departments where the majority of students are religious Arabs to departments where the majority of students are secular and religious Jews.

We will share our ways of professional coping with these dilemmas in order to facilitate students' professional growth, to develop cultural sensitivity in field supervisors and create teaching strategies for the academic staff.

OC.01-2.2**RESEARCH ON SOCIAL WORK PARTICIPANTS, CULTURES AND CONTEXTS, INCLUDING COMPARATIVE RESEARCH**

Schiøll Skjefstad N.^[1], Nordstrand M.^[2]

^[1]University College ~ N-Trondheim, ^[2]Sout-Trøndelag University College-Trondheim ~ Norway

Recognition is a key concept in this paper. According to the social philosopher Alex Honneth three forms of recognition exist: love, legal rights and solidarity. Recognition is viewed as an ethical standpoint as well as an efficient element in social work practice. In addition, arguments are being made that recognition should be a foundation for citizenship, which is to say for a human, democratic and just society. Bearing this in mind, the paper discusses how practices based on recognition can be developed in the social work offices. Findings in a local study indicate that recognition can be a precondition for user participation, especially because recognition is a requirement for the user's self-confidence, self-respect and self-esteem which in turn strengthens the individual's conditions for participation. In this way all the three forms of recognition are important if user participation on an individual basis is to take place. On a structural level, user participation recognition can be about practices based on recognition as part of how the institutions meet and treat their users.

Keywords: recognition, service user, strengthening of participation, structural level

OC.01-2.3**HUMAN RIGHTS: THEORETICAL PERSPECTIVES AND PRACTICES IN SOCIAL WORK**

Leitão Ferreira J.M.

Jorge M. L. Ferreira ~ Lisboa ~ Portugal

This communication addresses the Human Rights as theoretical training in Social Work (graduate and postgraduate) and the implementation / enforcement of Human Rights and the relevant institutional issues in the effective application of human rights by Social Work.

The new political constitution of the state sustains a social ideological discourse concerned with human rights, but the essence of the speech does not promote public and social human rights policies but rather responses driven control measures social action, recognized inspection so equivocal as guarantees of fairness, welfare and improvement of the redistribution of support. In this line of thought tried to think human rights training in Social Work and Social Action Wizard.

Being the Social Work an area of scientific knowledge in the field of social sciences and humanities, full theoretical and scientific approach to human rights. The profession's social worker applies a human rights framework theoretical framework of scientific dimensions of Social Work (principles and values) within a framework of social status and public and social policies based on social, cultural and personal contexts of subjects the intervention.

So we put in debate the complexity of treatment of human rights in education and research in Social Work and a set of misconceptions present in the exercise of the social worker.

The Communication focuses on the following item's:

- 1- conceptual State of Human Rights and Social Work for Social Dimension;
 - 2.- The conceptual complexity of Human Rights and its theoretical approach in Social Work;
 3. Theoretical and methodological components of human rights: economic, social and cultural formation of the social worker;
 4. Contemporary Perspectives in Social Work training based on Human Rights.
- Método: expositivo, reflexivo e debate. Utilização de power point.

Jorge M. L. Ferreira PhD Social Work
ISCTE - University Institute of Lisbon

OC.01-2.4**APPLYING ETHICAL THEORIES IN SOCIAL WORK - TEACHING THAT WHICH CANNOT BE TAUGHT?**

Necasova M.

Masaryk University ~ Brno ~ Czech Republic

The aim of this contribution is to explore the relationship between classical philosophy and ethics (considered as academic discipline often connected with instruction based learning) on the one hand and the ethics of social work (as practise oriented discipline connected with experience, reflection of values and internalisation of important professional values) on the other hand. Trans-disciplinarity is an important feature of social work and philosophy is one of the disciplines that inform and contribute to the knowledge in the field social work. The way of approaching philosophy and ethics by social work educators will be grasped by presenting summarised discussion among Czech social work educators published over the years 2010-2012 and research on education plans presented by schools united under the Czech Association of Schools of Social Work. The discussion represents various approaches to education and reflects the broader context within which social work and social workers operate as well. The views of the participants in this discussion could not be seen as antagonistic but rather as parts of a continuum, where the extreme position on one side is characterised exclusively by an endeavour to re-interpret the opinions of classical thinkers and on the other side would feature an exclusive reliance on practical experience and routine procedures without theoretical reflection. The concept of education in fact ranges widely across the entire continuum. Some ideas will be presented in the conclusion concerning the ways of continuation and strengthening the dialogue between the practice and the academic world in the field of social work.

OC.01-2.5**SOCIAL WORK AS A REVOLUTIONARY PROJECT? THE POTENTIAL CONTRIBUTION OF CORNELIUS CASTORIADIS' POLITICAL PHILOSOPHY TO CRITICAL SOCIAL WORK**Ablett P.*University of the Sunshine Coast ~ Maroochydore, Queensland ~ Australia*

Social work has always been a contested tradition – torn between the competing demands of social governance and autonomy. Today, this struggle is reflected in the division between the dominant, neoliberal agenda of social service provision and the resistance offered by various critical perspectives employed by disparate groups of practitioners serving diverse communities. This latter tradition seeks to actively transform oppressive conditions and discourses, in addition to addressing their consequences in individual's lives. However, the politics of critical-radical social work, as with much of the mainstream, Western Left, has tended to be more reformist than revolutionary in accommodating capitalism. A provocative exception in post-Marxist, critical theory can be found in the work of the late, Cornelius Castoriadis (1922-1997) and his theory of society as the contested creation of collective imaginaries in action. This paper outlines how Castoriadis' ideas can offer social work a non-structuralist but politically engaged critique of contemporary forms of oppression and their transformation. It focuses particularly upon his re-working of the revolutionary project and the implications this has for social workers as citizens engaged in the deliberate and democratic facilitation of individual and social, autonomy. It argues that Castoriadis's work provides a coherent and robust theory of revolutionary praxis that can help clarify and extend critical social work's emancipatory potential without recourse to deterministic structural theories or the pitfalls of post-structural relativism.

OC.01-2.6**CONTEMPORARY SOCIAL WORK - BETWEEN MISSION, PROFESSIONALISM AND MANAGERISM. THE CASE OF POLAND**Kantowicz E.*University of Warmia&Mazury ~ Olsztyn*

Multidimensional aspects of professional activity and complexity of social and individual context of social work, shows that contemporary social worker is engaged in dilemmas of normative, epistemological and ontological nature. Accepting different aims and tasks, which arise from profession, becomes a subject of many theoretical reflection and empirical analyzes. Mostly discussions are focused on social work as a mission and professionalization, but lately - under the influence of neo-liberalism ideology, they refer to institutionalization, competition, concurrency and managerism of professional activity. Those processes (based on empirical research on professionalization of social work in Poland) indicate the fact, that although social workers possess higher professional competencies (through academic education and practice), their professional autonomy is reduced and influenced by political issues, as well as by the market of social services. The aim of the discourse focuses on theoretical reflection on those issues (based also on empirical data related to social work as a profession in Poland).

OC.01-3 Session 1 - parallel session 3

OC.01-3.1**THE SOCIAL WORKER AS AN ETHICAL AGENT: THEORY AND TOOLS FOR A REFLECTIVE PROFESSIONAL AND EDUCATIONAL PRACTICE**

Keinemans S., Kloppenburg R.

Utrecht University of Applied Sciences ~ Utrecht ~ Netherlands

For social workers, the moral identity of their profession brings up difficult questions: How can I deal with afflictions and wrongs? Do I notice them? Is it possible for me to be loyal to both professional and personal values in social work practices?

Global as well as local developments add to these difficulties. As mentioned in the conference theme on knowledge, skills and values, the humanitarian core of social work is under pressure. Welfare state reforms in several European countries, focus on increasing activation and participation of citizens (e.g. 'Big Society' in the UK, and 'Participatory Society' in The Netherlands). It is no longer considered the task of social workers to 'enable' people to live their lives. Instead, citizens are responsible for their well-being.

The moral identity of their profession obliges social workers to critically reflect on their ethical position, and the recent trends make reflection even more urgent, as they affect the humanitarian core of the profession. To support professional ethical reflection, we developed a model of Ethical Agency and an Digital Reflection Tool. These are the results of our research project 'Thinking about dilemma's' in which we studied theory on moral judgment, interviewed social workers and discussed their moral practices in focus group meetings. The model consists of the dimensions: ethical competence; ethical motivation; ethical frameworks; ethical sensitivity; ethical identity; context.

The tool comprises exercises, tasks and questions to stimulate professional reflection on the dimensions of the model. At the EASSW-conference, we will demonstrate the tool and discuss its relevance in dealing with professional moral issues in our current global and local contexts.

OC.01-3.2**EDUCATION TO VALUES OF SOCIAL WORK, OR TO VALUES OF PRESENT WORLD? (DILEMMA HOW TO EDUCATE VALUES AND ETHICS OF SOCIAL WORK IN PRESENT WORLD)**

Brnula P., Palenik M.

Comenius University in Bratislava ~ Bratislava ~ Slovakia

Authors in this article are focusing on values in social work, as field of professional ethics, which is integral part of social work. Thru development of progress profession, they are also focusing on development of professional ethics till nowadays. They are defining ethic of social work, and also their own perception of ethics in social work. Next they are focusing on present world and its values, and also education (especially university education). They are overwriting also values changes in society and in education in postmodern period, and are flowing from philosophical/ethical approach. Values have / in the angle of view of authors/ huge influence to social work, and also on social workers. Authors are defining this with words, that social work and also social workers are not functional or operational as isolated from world, but it is reversal - social environment and its context (culture/values etc.) have enormous influence to this discipline. Thru realized analysis of ethic codexes, which were made by slovak author Andrej Mátel in 2011, they are defining „status quo“ of present values of social work. In the end, are authors focused on that, how changed values of world and also changed values of social work joint and interpose in the context of education in social work to its students. They are offering their own vision of: how it is possible to interpose values of social work to students in environment, which was changed in values, and how to reach that students will not only perceive and understand this fact, but they should maybe also adopt this and live these values.

OC.01-3.3**ATTITUDE AS AN ESSENTIAL ELEMENT IN SOCIAL WORK AND EDUCATION**

Rengers B.

Saxion University of Applied Science ~ Enschede ~ Netherlands

The situations and problems of clients and their systems are exceptionally multi-layered and complex in their dynamics. Mental illnesses and psychological diagnoses increase, whereby Social Work is faced with challenges.

Most attempts to reduce the pedagogical approach on a few one-dimensional forms of work will be inoperative because of the variety and complexity of diagnoses such as Autism Spectrum Disorders (ASD). ASD require rather modifications of methods and a multimodal therapy approach that includes effective methods that have been proven to work in practice. Not all of these methods are scientifically-tested. It's all about a variety of methods, especially in the individual support of clients.

Therefore, the social worker requires knowledge and skills, but above all an attitude to repeatedly engage anew on the special needs of each client. The client is the focus of attention, not the method and not the system. Particularly in working with autistic people, it is important to apply an appropriate attitude and understanding towards these individuals, because their needs are often very specifically.

This way of social working and thinking is quite contrary to the claims and orders from budget holders in the social sector and the authorities. They are critical, especially towards the non scientifically-tested methods that are used. The question raises of what attitude Social Work adopt currently and in relation to the triple-mandate.

Attitude represents an important aspect that should gain a central place in education. At Saxion University attitude is taken as an essential element of the competence development and the learning outcomes. In that connection it is equivalent incorporated to the bodies of knowledge and skills and thus relevant for examination.

OC.01-3.4**EXPERT CIRCLES AS A MODEL FOR SYSTEMATIC REFLECTION ON SOCIAL WORK ETHICS: A CASE OF CARE AVOIDANCE**

Tirions M., Koning M.

Artesis Plantijn Hogeschool - UAS ~ Antwerpen ~ Belgium

Purpose:

As part research project 'Values & Craft' (2012-2015) we developed the method of "Expert Circles", a case study approach based on Socratic dialogue and the principle of 'Many Ethics'. The method contributes to the claim social work research makes to connect to professional practice. In our workshop we connect the method to a case-example of 'care avoidance'.

Description:

Expert Circles serve as normative 'labs' in which experts with diverse backgrounds (teachers, scientists, practitioners, service users, students, etc) reflect in dialogue on a concrete case study. The process is scientifically monitored and the outcomes can be analysed according to the standards of qualitative research. From a perspective of 'reflection-in-action' (Schön, 1983), participants take the position of the social worker in the case. They act as reflective researchers, examining and exchanging their position and sharpening their insights towards the case. The aim is to 'understand' (verstehen) the value position of the social worker involved, to relate as a participant to the value aspects of the case and to identify the markers for ethical deliberation. The experts reflect on the normative dimension of the case and on the alternatives for intervention the social worker has. The outcome of the dialogue can be various, but always connects to the ethical dimension of 'good work'. The method can be used as a reflection tool in peer consultation, as a validated instrument for education and training, or as a research instrument to explore aspects of the ethical debate in social work.

Conclusion:

In our contribution we elucidate the rationale behind Expert Circles, we present how it can be used in different contexts and we illustrate the method by focussing on how it can offer insights in what outlines of ethically 'good work' are in a case of 'care avoidance'.

OC.01-3.5**EMANCIPATION OF SOCIAL WORK PROFESSION AND PROFESSIONAL IDENTITY, MOTIVATION AND SELF-ESTEEM**

Buzaityte Kasalyniene J., Svedaite-Sakalauske B., Gvaldaite L.

Vilnius University ~ Vilnius ~ Lithuania

In Lithuania social work profession is only 20 years old. After the declaration of independency from Soviet Union, Lithuanian society has started to build a social help system based on Western values and models. Social work as profession has been institutionalized through the laws of social services, through requirements for competences and values, through establishment of social work studies at institutions of high education etc. It gave a basis for the research questions how strongly did social workers identify with the profession, if were they motivated for social work, and did they have high professional self-esteem. The presentation is based on the data of qualitative and quantitative research of social workers in Lithuania. Social workers were interviewed; grounded theory (Strauss, Corbin) was employed for data analysis. During data analysis the concept of social work emancipation has been developed: emancipated social work, emancipated social worker is mature and autonomous professional who is able to defend professional values and boundaries; and advocate for the profession and for the clients. On the bases of the findings quantitative instrument has been developed; national representative survey of social workers has been accomplished. Data analysis has revealed that professional emancipation is connected to with professional identity, motivation and self-esteem; the stronger self-esteem, higher professional motivation and stronger professional identity were associated with stronger professional emancipation, and more emancipated social workers were able to advocate the rights not only for service users but as well for the groups of service users, communities and organizations at local and national levels, and to defend professional boundaries and status.

OC.01-3.6**UNDERSTANDING EMOTION IN SOCIAL WORK - A BRIDGE BETWEEN THEORY AND PRACTICE IN CONTEMPORARY SOCIAL WORK?**

O'Connor L.

Royal Holloway University ~ London ~ United Kingdom

This paper aims to explore theoretical perspectives on emotion, drawing on a literature review undertaken as part of doctoral research. Social work involves engaging with complex and challenging emotions. Engaging with human distress in diverse contexts is a central aspect of practice. Positive emotions motivate practitioners to join the profession, contributing to motivation and a sense of reward. The importance of developing capacities to manage personal emotions and respond empathetically to the emotions of others underpins much social work communication.

Internationally social work practitioners deal with inequalities, trauma, abuse, disrupted and complex relationships. Whilst the emphasis may vary in different jurisdictions social workers generally need to be equipped with the skills to use emotion effectively in their capacity to listen, empathetically engage and respond to distress, challenge or confrontation. Contemporary discourses in diverse countries suggest that emotions are predominantly seen as integral elements which practitioners learn to manage in the process of training. Practitioners may similarly be expected to have the skills to manage complex organisation/work cultures which contribute an additional layer of emotional complexity.

Empirical evidence suggests there is frequently a dissonance between practitioners' emotional experience and perceptions of what is manageable in practice. This interfaces with perceptions of professionalism and resilience to create ambiguity and ambivalence about the place of emotion. Yet it is demonstrated in a range of studies that emotions can inform and influence decision-making processes and interventions in practice, both negatively and positively.

This paper will argue that the lack of clear conceptual frameworks for emotions in social work contributes to a theory (abstract) - practice (reality) divide. As a profession we need to develop our understanding of emotions informed by disciplinary experience and knowledge. Developing theoretical conceptualisations of the role and meaning of emotion could form a central bridge between theory and practice.

OC.01-4 Session 1 - parallel session 4

OC.01-4.1**PROFESSIONAL PRIVILEGE, ETHICS AND PEDAGOGY**Weinberg M.*Dalhousie University ~ Halifax ~ Canada*

There is an increasing interest by social work professionals in exposing the ways in which privilege perpetuates the marginality of those individuals who do not share in those privileges, particularly given the neo-liberal environment of Euro-Western countries today. Despite this attention, in the social sciences, the iconic definition of privilege is that of unearned advantage (McIntosh, 1988). Consequently, it is possible for social workers to maintain their “innocence” about their own earned professional privilege. However, this presentation contends that professionalism presents a paradox in social work. While some aspects of professional privilege are necessary, others contribute to unfair advantage and are a source of structural oppression for service users (Pease, 2010).

The presentation is intended to enhance social justice approaches in the classroom and heighten critical consciousness in social work students. It has three components:

- 1) It will detail professional privilege, both its constructive and problematic impacts, as well as the inherent contradiction of socializing students into professional roles, which enhance privilege, while attempting to reduce the power differentials with service users.
- 2) The presentation will highlight ethical concerns about privilege, such as being able to set the standards by which one is evaluated in terms of health, normalcy and morality. In the process, ethical trespass (Arendt, 1958; Orlie, 1997) may result. We will explore this concept, its implications and usefulness in teaching.
- 3) Additionally, the presentation will offer a pedagogical strategy designed to lessen the ‘we-they’ duality of helper and helped, one component of professional privilege. This is accomplished by outlining an experiential exercise that utilizes students’ own experiences of being service users; contributing to the shaping of social work education by users themselves. This group activity also highlights what relational strategies adopted by service providers can be effective practice interventions.

OC.01-4.2**INTERCULTURAL COMPETENCE IN SOCIAL WORK EDUCATION SOCIAL WORK BETWEEN THE POLES OF THEMATISATION AND DE-THEMATISATION OF CULTURE**Stark C.*University of Applied Sciences Upper Austria ~ Linz*

This paper of Christian Stark, Head of Master’s Degree Programme Social Work, University of Applied Sciences Upper Austria, is based on discourse analysis and hermeneutic methods.

The presentation sets out the theory behind intercultural competence in intercultural social work and discusses controversies about different concepts of intercultural competence and intercultural social work.

This presentation also draws attention to the type of glib understanding of culture that is practiced by crash courses in intercultural competence and in cultural assimilator training, thereby reducing intercultural competence to a mere functional tool.

These phenomena are examined more closely in the context of intercultural social work. Intercultural Social Work is no longer viewed as a specific field of action within the broader field of social work, but rather as an all-encompassing additional intercultural perspective for all areas of social work. Intercultural competence and an intercultural perspective are important for all areas of social work as a type of horizontal competence.

There is a focus on certain areas of tension within social work: target group orientation and the overcoming of categorizations, normalization and specialization in the context of culturalization traps – as well as the conflict expressed in the title between thematization and dethematization of culture as such.

The presentation culminates in a plea for the political mandate of intercultural social work on the basis of a one-sided integration effort in social work designed to address only cultural differences – thus clouding our view of social injustice and discrimination in the context of migration.

OC.01-4.3**TRAINING IN SKILLS OF INTERCULTURAL COMMUNICATION: A WORKSHOP OF PRACTICAL EXPERIENCIES**

Escartin M.^[2], Lillo-Beneyto A.^[1]

^[1]Spain ~ Alicante ~ Spain, ^[2]University of Alicante ~ Alicante ~ Spain

The aim of this paper is to offer a training experience of students of Social Work in the field placement in a social emergent reality in Spain: the helping relationship with clients from ethnic, cultural and/or religious different groups. One of the current characteristics of contemporary societies is the multiculturalism, as a result of the migration flows in the European context. In fact, in a few years, Spain has gone from being a country of emigration to a country of immigration. So, the multiculturalism is becoming particularly important and unlike it happens in other countries, where appear studies which analyze relationships inter-groups, in Spain seems to be a relative absence of these.

The preparation of students in the theory and practice of communication is an essential component of the Social Work education, appearing clearly in the current curricula in our country. However, it is not the same with the specific knowledge based on the verbal and non-verbal skills to work with clients coming from different cultural backgrounds.

The development of cultural competencies in order to reach an effective work is a vital link between the theoretical knowledge and practice. It should be incorporated diversity in the curriculum of Social Work with the aim of training the future Social workers to intervene effectively and with the required professional values to deal with the challenges and changing needs of clients. Thus, through workshops based on the development of communication skill, students are trained, taking into account the cultural perspective to minimize the impact of differences between local social workers and clients from minority groups, offering effective counseling and empowerment.

OC.01-4.4**MINORITY CHILDREN'S CHILDHOOD EXPERIENCES FROM BOTH MUSLIM BIOLOGICAL HOMES AND MAJORITY FOSTER HOMES**

Hansen T.

Harstad University College ~ United States

Statistics show that children in minority groups, in relation to the general child population, are more often engaged with foster child-welfare services. When selecting foster homes the Norwegian legislation (bvl. § 4-15) says: "There should also be given due regard to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background [...] ". A number of researchers also claim that it is advantageous to use ethnic foster homes. Despite this minority children are usually placed in majority foster homes, and there is little research about their experiences.

The study aim is to contribute to a more nuanced understanding of how child-welfare services emphasize religion, culture and ethnicity in the placement of minority children by bringing up the youths' voice. This project is an interview study of 9 youths with Muslim background living in majority foster homes in Norway. The research question in focus is: What childhood experiences have minority children from both Muslim biological homes and majority foster homes?

Preliminary result shows that the youths tell stories about mainly two different types of childhoods related to rules and agency experience. In homes with many rules, especially many religious rules (both Christian and Muslim) the youths experience thin agency, meaning that «decisions and everyday actions are carried out within highly restrictive contexts, characterized by few viable alternatives" (Klocker 2007). The rules do not feel meaningful and they collide with the youths' desires to decide their free time themselves. The rules in this type of homes are categorized as not acceptable rules. In homes with few secular rules, rules are categorized as acceptable and understood as meaningful (go to bed by 23.00). The youths experience thick agency meaning that they have the possibility to make decisions, take actions within a broad range of options (ibid).

OC.01-4.5
SECURITY DETENTION IN SOCIAL WORK

Hájková V.

Czech - České Budejovice - Czech Republic

Security detention is one of the kinds of protective treatment measures designed to protect the society especially from the most dangerous aggressors and sexual deviants. Another purpose of the detention is therapeutic, educational and pedagogical treatment of persons in detention, in the sense that they are motivated and prepared to undergo protective treatment. Detention is imposed in the event if the protective treatment itself would not lead to sufficient protection of the society. It is intended for persons extremely dangerous like aggressors, recidivists with clinically significant personality disorder (psychopaths) and sexual deviants. In addition to life imprisonment this is an utmost means of criminal law, because it can be associated with lifetime isolation.

Social workers focus on working with the inmates in the detention facilities in the educational, pedagogical and therapeutic fields. According to the nature of the currently placed inmates and the requirements of individual activities both individual and group community approach is imposed by social workers, who are actively involved in these activities. The inmate is motivated by activities to understand the need to cope with life situations without aggressive reactions. One of the aims is to practice social skills as well. Within the institute they provide socio-psychological training where the inmate builds a preview on his own personality, group relationships, etc. Furthermore they provide psychological counselling, where they react to current topics of the inmate, living the experience of placement in detention, support of adaptive mechanisms, coping strategies and stress and aggression release and approach to it, psychotherapy of sexual deviants, which is specific by the use of individual and group psychotherapy techniques in inmates with sexual deviance. Social workers in these specific institutes undergo special courses in social and therapeutic work with violent inmates, courses of assertiveness and negotiation and last but not least, regular supervisions.

OC.01-5 Session 1 - parallel session 5

OC.01-5.1
UNDERSTANDING HOMOPHOBIA AND TRANSPHOBIA IN CONTEXT: A QUALITATIVE STUDY ON HEALTH INEQUALITIES OF LGBT PEOPLE IN GREECE

Giannou D.

Durham University - Durham - United Kingdom

The purpose of this presentation is to discuss the preliminary findings of a qualitative study on the health inequalities that are experienced by the LGBT people in Greece. The study focuses on the role of homophobia/ transphobia and the ways that these social forces are at least major environmental and social stressors that increase disease vulnerability, limit access in health care and can predict health -related risk factors that unequally burden the LGBT people in contrast to heterosexuals and cisgender people.

The study is in line with the anti-oppressive purposes of social work research as it enhances the social acknowledgment and appreciation of sexual orientation as a social determinant of health inequalities. It is also anticipated that the qualitative analysis of the data will advance the potential for an adequate acknowledgment and affirmation of the oppressive character of homophobia/ transphobia in Greece and contribute to the efforts of the LGBT community and those health professionals, including social workers, who are interest at promoting inclusiveness in health care services.

Findings of this study show that the presumption of heterosexuality along with the pathologization of anal sex and not-penetrative sex are important barriers for lesbians, bisexual women and gay/bisexual men to accessing appropriate health care services and appropriate health information. Disclosure of sexual orientation to doctors was often avoided as this process evoked anxiety and fear of discrimination. Transgender people appear to have extremely limited options for health and mental health services which support transition within a context of a generalized discrimination and exclusion in education and employment. The possibilities of broadening the health rights agenda of the Greek LGBT community are discussed within a context of an ongoing deconstruction of the National Health System in Greece.

OC.01-5.2 PARTICIPATION AND IDENTITY CONSTRUCTION OF PEOPLE WITH MENTAL DIVERSITY

Cazorla Palomo J.^[2], Parra Ramajo B.^[1]

^[1]University of Barcelona ~ i.e. Barcelona ~ Spain, ^[2]Red Cross ~ i.e. Barcelona ~ Spain

People diagnosed with a mental disorder are often breached to exercise their rights despite the emergence of anti-psychiatry, in which recognition is initiated beyond the disease. Even today, people with mental diversity remain identified as carrying a stigma. What causes changes in self-perception, the undervaluation of their experiences and adapted to provide a series of predetermined responses.

Social Work in Mental Health has stood out as leading the adaptation of people in the social environment increasing the quality of life of people by detecting potential and personal skills. This paper is based on a research aimed to describing the current status of participation of people diagnosed with a mental illness in their treatment process and the self-construction of identity. The design methodology is qualitative. The choice of this method is focused on the interest in subjects as protagonists of social order. The tools for data collection were two biographical accounts and seven in-depth interviews. The difficult location, the identification of people and the characteristics of the sample determined that non-probability snowball method was the most convenient. The participants in the fieldwork were nine people diagnosed with a mental disorder, which currently are in a stable clinical condition which disease's evolution is higher than three years.

The analysis of the extracted data allow to conclude that in identity construction's of persons diagnosed with a mental illness converge different factors such as the personal characteristics and consensus agreements of the community in which he lives. Along with this, it is clear that participation in society, exercise their role as agents in the community and participation in their own processes favors the normalization of understanding their situation.

Keywords: Social Work / Citizenship / Social Networking / Participation / Autonomy.

OC.01-5.3 SEXUAL HEALTH ISSUES NEEDS TO BE RECOGNIZED AND INCLUDED IN SOCIAL WORK EDUCATION TROUGHOUT EUROPE

Tikkanen R.H.^[1], Lindroth M.^[2]

^[1]Gothenburg University ~ Gothenburg ~ Sweden, ^[2]Malmö University ~ Malmö ~ Sweden

In 2009, a self-administered questionnaire on sexuality was conducted amongst youth in Sweden in general. In 2010, the same Internet-based questionnaire was applied in a study at Swedish detention centres. Sexually active youth aged 15–20 years in the two groups were compared and bivariate logistic regression analyses were conducted in order to find predictors of adverse sexual health outcomes, among detainees and non-detainees respectively. The results show major differences between the detained and the non-detained concerning a majority of risk-taking variables exist. The mere fact that an adolescent is placed at a detention centre should be an imperative for social work professionals to address the subject of sexual health and safer sex. There is a global tendency to medicalize sexual health issues. Social work plays an important role in sexual health education in order to make it more inclusive, norm critical, needs-based and recognizing fundamental sexual rights. In order to provide this kind of services sexual health and sexual rights has to be recognized and included in social work education. It is unclear to what extent, and how, these issues are included in social work education in different countries in Europe. There are several indicators that suggest that it varies depending on political, cultural and religious issues in different countries and regions.

OC.01-5.4**DEMENTIA - A MAJOR CHALLENGE FOR SOCIAL WORK ACROSS EUROPE**Keating F.*Royal Holloway University of London ~ London ~ United Kingdom*

Dementia is one of the growing challenges in the 21st Century with a steady increase in its rise expected across Europe. It poses significant challenges for social work practice given that there is a need to improve social care and develop effective interventions. Reminiscence and arts practice are good examples of such interventions.

This presentation will present findings from a study to evaluate a reminiscence and arts intervention in dementia care settings in London. The purpose of the evaluation was to assess the impact of the intervention on the overall well-being and quality of life of people with dementia. The specific research questions were:

- a) What difference, if any, does arts and reminiscence practice make to the quality of life, including well-being for older people with dementia?
- b) How successfully have reminiscence and arts practice reached its specific intended outcomes for older people with dementia?
- c) What difference does arts and reminiscence practice make for social care staff (paid and unpaid) for older people with dementia?

The study used a comparative and time series design to collect data on well-being and quality of life. The study also looked at staff well-being including an assessment of the work environment and staff stress and burnout.

Twelve care settings were included in the study and 77 residents and 39 care staff participated respectively. At baseline the residents experienced both ill-being and well-being. On follow up at 24 weeks the well-being profiles of residents showed no ill-being. Staff reported positive changes in the quality of their interactions with residents.

This presentation will suggest that responding to dementia requires that social workers develop a different skills set and that using arts and reminiscence based techniques can significantly improve the quality of life for people with dementia.

OC.01-5.5**IMPROVING AWARENESS ABOUT SEXUAL DIVERSITY IN HEALTHCARE SERVICES**Mesquida González J.M., Parra Ramajo B.*University of Barcelona ~ Barcelona ~ Spain*

The purpose of this paper is to describe a project that aims to improve the wellness of older lesbian, gay, bisexual and transsexual people (LGBT) through socio-educational actions undertaken in the city of Barcelona over the last three years.

In Spain the situation of LGBT people is characterized by a growing social acceptance and a recently achieved legal equality allowing marriage and adoption by same-sex couples. But there are still some social disadvantages affecting some of the groups belonging to the LGBT community. One of these groups is formed by gay, lesbian and transgender seniors. In our country these people have experienced situations of great oppression and social exclusion, and as they get older they can sometimes encounter a double discrimination: on the one hand they can be subject to homophobic attitudes from health and social service workers; on the other, they may suffer marginalization from the LGBT community itself, which is strongly oriented toward a younger population sector. Therefore actions aimed at both health and social services and LGBT organizations are necessary.

In the framework of the European project AHEAD, a training program has been designed and validated for geriatric care professionals to improve their skills working with LGBT clients. The teaching materials consist of a video, a presentation and a guide for teachers. The course uses a socio-affective approach and promotes the use of a person-centered care model. It offers flexible training combining conceptual exposure, case presentations and small group work.

Moreover, initiatives have been carried out in various LGBT associations in order to raise the awareness of its members as to the need to provide activities and services specifically targeting seniors.

OC.01-6 Session 1 - parallel session 6

OC.01-6.1**DO THEY LEARN WHAT WE TEACH?**

Gevorgianiene V., Svedaite-Sakalauske B.

Vilnius university ~ Vilnius ~ Lithuania

The universal social work values, interdisciplinary knowledge and specific professional skills are defined in scientific articles and documents. However, each social context requires a specific set of knowledge, values and skills (generalised as “competence”) which is influenced by the status of social work profession in the society, level of society cohesion, legal environment, etc. Generation of the set of competences relevant to society needs is a task of university social work programmes. The question arises – how to create favourable educational conditions for developing competences aimed by a study programme? How to assess level of achieved learning outcomes and to find methods most suitable for their development? The aim of the research – to assess the coherence of a subject teachers’ aimed learning outcomes and students’ achievements. The qualitative (content analysis of answers) and quantitative (calculation of students’ self-evaluation scores) research methods were used. The research consisted of two stages: firstly, in order to avoid students’ dependence on the list of already formulated competences they were asked to write down what they have learned in each subject (open question). In the second stage in the end of a semester 3rd and 4th years students will be provided with a list of elaborated competences (learning outcomes) for each studied subject and will assess the level of achievement of each of them. They will also identify study methods which were helpful for development of each learning outcome. During presentation the following questions will be discussed: what students think they learn in different subjects, how they learn that, how the learning results cohere with the teachers’ aims and how research results can contribute to the overall quality of the university BA programme.

OC.01-6.2**SOCIAL WORK IN NEW ORGANIZATIONAL CONTEXT - WHAT COMPETENCE AND EDUCATION IS NEEDED?**

Moe A.

Associate professor ~ Trondheim ~ Norway

Contexts for social work are changing in Norway and other Scandinavian countries, with organizational reforms and changes in laws and regulations. The authorities as well as the students have expectations for social work educations to adjust to make the candidates fit into these new contexts. What kind of competence does social work need today, and how may the social work education prepare students for such competences?

Theories and concepts such as user involvement, partnership and critical reflection in social work are useful to explain some challenges in social work competence.

To explore what kind of competence social workers need, we will use examples from two studies. 1) The social service users and their social workers were interviewed. The users were asked what had been helpful for them, and the social workers were asked what they had done to help, how and why. 2) The social workers, users and a researcher had a joint reflection group. They reflected on their joint experiences from social work practice; what had been helpful and why. The researcher facilitated the reflection group.

The analysis showed that helping processes where service users and social workers managed to collaborate were helpful and meaningful from the users’ perspective. In most cases, the social workers’ ability to collaborate with other service providers was also important, and represented access to a variety of resources. When we compare these helping processes with methods in social work training, we found that it was the flexible approaches that turned out to be most helpful to users contained central elements from traditional case work. We will discuss what kind of competence social workers need, and how the social work educations can prepare students for such competences.

OC.01-6.3
CORE QUALITIES IN SOCIAL WORK

Vanderstukken I.

PXL - Hasselt

How to apply core qualities in social work education?
 Nowadays, competence based education facilitates the student's individual learning process. A teacher can build, in co-creation with the student, an individual learning strategy by understanding the core qualities of each individual. In addition, more specific individual learning goals are possible within a set of foreseen competences. Even though the social work identity is built at a university, it continues to grow during the person's career.
 It is important to activate the student's vocation for social work at an early stage within the educational process. Therefore, core qualities can be introduced in the first year of the study program. Every student writes their life story, and starts the identification process by creating a personal core quality scheme. The students find a description of their core qualities by searching for a quality that they have had from the beginning of their life. The student then looks at the pitfalls which can appear when there is too much of the core quality. Whereas, the opposite of the pitfall is defined as a challenge. The pitfall can challenge the person. In addition, only when the right challenge is found, the student will feel a pure and direct desire to achieve it. On the other hand, there is always an allergy. An allergy is defined as the opposite of the challenge. The student will examine his allergy. Finally, the student has completed a full personal quality scheme and achieves knowledge in terms of self-awareness. As a conclusion, students experience empowerment by understanding the principals of their core quality scheme. They know how the energy within the scheme can accelerate or slow down their natural development towards a professional career in social work.

OC.01-6.4
CONSTRUCTION MANAGEMENT AND EVALUATION OF KNOWLEDGE FROM PRACTICE: ANALYSIS FROM SOCIAL WORK

Pastor Seller E.

Universidad de Murcia - Universidad de Murcia - Spain

The article explores the contributions of skills training that has led to the creation of the European Higher Education Area and the contributions that led to the integration of the Degree in Social Work in Spain. It systematically presents the results of an investigation into the areas of performance and the skills, abilities and skills that students acquire in professional practices in social organizations. A complex and integrated competence map that provides students a systematic learning from and for professional practice allows you to build, manage and evaluate valuable knowledge from the experience. An applied knowledge that becomes a scientific capital and intangible professional autonomy and development gives the student to successfully meet professional and work environment.

OC.01-6.5
THE PROBLEM OF CONCEPTUALIZATION IN SOCIAL WORK EDUCATION

Abay A.R.

Ali Riza ABAY ~ Yalova ~ Turkey

THE PROBLEM OF CONCEPTUALIZATION IN SOCIAL WORK EDUCATION

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Social work is both an academic discipline and a professional job at the same time.

In general, the problem of conceptualization in social work is clustered around three main topics.

Firstly, since it is an interdisciplinary area of study the academic field of social work is in need of the concepts it borrows from other related disciplines. For example, should social work utilize the term 'social change' as it is used in the field of sociology?

Secondly, since it is a professional job and its area of activity is not clearly defined, this line of jobs are in need of concepts used in other related professions. For example, should social work utilize the concept of 'diagnosis' as it is used in the field of medicine?

Lastly, a problem of conceptualization is apparent particularly when social work has to utilize concepts built in one cultural region and transferred to another.

In this presentation, the problems of conceptualization in social work education will be discussed, and some new approaches and recommendations will be offered.

Key Words: Concept, Social Service, Education, Academic Discipline, Professional

OC.01-7 Session 1 - parallel session 7

OC.01-7.1
TEACHING THE DIALECTICAL NATURE OF SOCIAL WORK

Buchbinder E.

University of Haifa ~ Haifa

Purpose: Dialectics theory focuses on opposites from a dualistic perspective. Dialectics perceives two or more forces or themes which are interdependent for their definition and existence on the one hand, while mutually negating and opposing on the other. These opposites might never be fully reconciled but might simultaneously continue to produce a higher level of integration and synthesis as well as tension, contradictions, and paradoxes.

Description: The identity of social work is formed on poles; an understanding that emerges through key concepts that shape the profession. The key concept of person-in-environment creates the psycho versus the social pole. Additional poles are deficits versus strengths, and relationships with clients are located between the poles of empowerment and social control. In light of the above, it is clearly necessary to position dialectics as central to processes in the study of social work and professional socialization. In the lecture, I will conceptualize and reflect difficulties and coping strategies in the study of dialectics as a system for thinking and action in social work students.

Conclusion: I will focus on two points: 1) the need to assist students to identify poles and to analyze the interrelationships that are created between them, while coping emotionally with the tension and difficulties involved in containing these poles; 2) teaching students to integrate poles as a basis for assessment, planning, and intervention.

OC.01-7.2**SOCIAL WORK STUDENTS PERCEPTION OF SOCIAL WORK GOALS, VALUES AND SOCIAL ACTIVISM - PROLOGOMANA TO (SOCIAL) CHANGE**

Basic S., Gadzo-Sasic S., Mikovic B.

Faculty of Political Sciences ~ Sarajevo

Since the collapse of socialism, the social work profession in Bosnia is desperately in search of a new professional identify, seeking new opportunities for reaffirmation of the profession in the transition period. In the area of social work education, in line with the growing understanding of social work as a human rights profession a relatively long tradition of needs-based social work has been readjusted to suit human right framework. To that goal, in the framework of the educational reform colloquially called Bologna process social work educators enthusiastically committed themselves to promote a new focus of a social work profession: social change of structures and institutions which prevent the realization of citizens' rights and promote emancipation and social justice. However, the effects of the transition from needs-based to rights-based educational paradigm have not been researched yet. Given this, the aim of the present study – which is of explanatory and descriptive nature – is to examine and compare the perspectives of two cohorts of social work students (BA level-prior to being exposed to social work education and MA level-after 3 years of social work education) by using a self-reported, voluntary, anonymous survey designed to understand attitudes, motivation and behaviors on following issues: the motivation to study social work, the goals of social work profession, social work values, and social activism. The findings should give fresh insights into the consequences of certain aspects of the Bologna reform as well as provide solid knowledge of relevance to social work educators inclined to further development of social work education as a pedagogical process which socialize students to social work goals, values and competencies which might directly be transposed in their professional work.

OC.01-7.3**SOURCES SHAPING THE PROFESSIONAL IDENTITY OF STUDENTS OF SOCIAL WORK (STUDY OF A SCHOOL ENVIRONMENT IN THE CZECH REPUBLIC)**

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The objective of the study is to answer the following question: What elements are involved in the process of construction of professional identity of social work students in the environment of a specific educational institution? As such it deals with the ideas and expectations of students of social work have about their future role as social workers, or more specifically, what knowledge, skills and values the students consider crucial for their own role.

Social work as a separate field of higher education was restored 25 years ago in the Czech environment. Professional debate about the identity of the domain is underway in the academic environment. However, it concentrates on the social role of social work and the parties involved in social work do not participate in the debate. The submitted paper conceptualises future social workers' view of their own professional identity. It bases its considerations on the assumption that both the identity of social work as a domain and that of individual social workers cannot be defined externally but needs to be discussed by all the parties involved.

The focus group approach was chosen for the research. The topics addressed by the focus group were as follows: sources of identity of a social worker, values shaping social work, relationship to clients, role of social work in society. The research identifies the topics which are crucial for the way in which students of social work construct professional identity and uncovers the sources which are relevant to the choice of these topics.

On the basis of the data acquired, the paper formulates recommendations for teaching at the relevant school as well as in relation to the ongoing professional debate regarding the identity of social work as a domain in the Czech environment.

OC.01-7.4**VOICES FROM MALE STUDENTS IN SOCIAL WORK - MORE AMBIGUOUS THAN AMBITIOUS?**

Ask T.A.

University of Agder ~ Norway ~ Norway

In a joint project between the University of Pisa (UIP, Italy) and the University of Agder (UiA, Norway), we analyse conversations with and statements from male students who have chosen social work as their study programme: How do these students look upon themselves in the light of what can be identified as cultural constraints and expectations, from the education as such, and from a broader point of view from society? May the gender dimension give explanatory power or importance in this context?

Few men apply and even fewer men are accepted as social work students - in many countries. White Papers and official reports state that efforts must be made to increase the number of men into the profession, to meet challenges in local communities and even more broadly, today and ahead. We see this issue definitely as a challenge for the education, but also as connected to the ongoing discourse about social work's knowledge, skills and values in a global and changing society.

Theories concerning social work as a normative and gendered enterprise, diversity management and theories pointing at different aspects of power dimensions are drawn on to discuss relevant questions according to the approach mentioned.

The main method is focus group conversations with male students at UIP and UiA. A survey has also been conducted towards social work students (male and female) at both universities. We look into some aspects of the general results as well, relevant to the issues emphasised here. We examine policy documents (mainly Norwegian) that deal with questions concerning that more men must be recruited and included into welfare educations and services.

The analysis is ongoing work, but what strikes us is the combination of an ambiguous, open and negotiating attitude towards examining one's own - men's - different positions in social work.

OC.01-8 Session 1 - parallel session 8**OC.01-8.1****ADVANCES IN SOCIAL WORK GROUP**

Parra Ramajo B.

University of Barcelona ~ Barcelona ~ Spain

The researching project aims to perform an updating and deepening of social work group. Since its inception it has been shown relevant for individual and social change, transformation, reinforcing the strengths and bringing out the energy that keeps people connected. The different group's types are powerful vehicles in the processes of people communities' isolated, vulnerable groups and individual empowerment. The group provides the opportunity to become aware of situations of life, a place of recognition, participation and membership. The literature highlights are particularly relevant to work with minorities, marginalized populations, with people suffering from diseases, in contexts of child abuse, with people in prison in the field of gender and sexual violence, etc. The study objectives' are focused on analyzing the particularity of the elements originate in the group, go into detail about the process characteristics and content, and finally describe the role of the professional.

The methodology is qualitative in nature, the groups are complex phenomena that are characterized by constant change of action and in multiple dimensions. The interactions between members are translated to multiple meanings, which lead us to believe that the proper way to understand a group is conducting an ethnography allowing the participant's observation, so that the access to the group's life.

Another strategy is the collection of information in depth interviewed with leading figures in the theory and the practice of the social work group. Preliminary results of the analysis of narrative material of in-depth interview are presented. These results have allowed the construction of an accurate instrument of analytical observation work carried on two processes of social group work.

Keywords: Research in Social Work, social, social work with groups

OC.01-8.2**EDUCATING FOR CHANGE IN A TIME OF CRISIS**Boylan J.*Keele University ~ Keele ~ United Kingdom*

Title: Educating for change in a time of crisis

Author: Jane Boylan, Alison Brammer, keele University, England,

Historically advocacy has been regarded as an important aspect of social work education and an important social work skill. Advocacy is underpinned by concepts of rights and justice, and as such align with broader aspirations of social work education. However, the development of independent advocacy and changes in the delivery of social welfare provision has constrained the extent to which social welfare practitioners feel able to directly act as advocates. This paper argues that in times of crisis consideration be given to extending the reach of advocacy to include a 'community of advocates' including social workers, health professionals and law professionals, including community legal companions, working together to promote a culture of advocacy.

OC.01-8.3**PANTA RHEI: FACING THE INEVITABILITY OF CHANGE IN SOCIAL WORK EDUCATION AND REALITY**Miljenovic A.*Faculty of Law ~ Zagreb ~ Croatia*

Change is only certainty in many social work realities. Inequality derives not only from lack of resources, but also from lack of proper judgement when is time to face the change and develop strategies to embrace it. This paper is inspired by the research findings on conceptualization of underdeveloped communities in Croatia whereas lack of change management finally led to further underdevelopment in times of social transitions in post-socialist period. Author argues on importance of placement of understanding social change in contemporary social work curriculum, as well as on developing knowledge and skills in order to empower social workers themselves during their education to deal with social changes. In order to be ready for detecting and articulating reality of social change, social work education has to promote broader understanding of social realities' complexities, overcome its necessity for specialised and technocratic approach and find means to overcome sorrow over lost chances and times. This is particularly visible in post-socialist context where this mourning discourse is still not only visible, but sort of heritage during professional socialization. Social workers' empowerment is a prerequisite for their clients' empowerment in their own personal, family, group or community transitions. Dealing with this transition requires adequate emotional support, reflecting on their expectations, sharing fears of change, and also enhancing new knowledge and skills. These knowledge and skills aren't only necessary to tackle new challenges, new normative frame and develop new strategies, but are also necessary to operationalize "old" expectations in new manners.

OC.01-8.4**THE USE OF SOCIOCRACY. EXPLORING THE POTENTIAL OF A COLLABORATIVE GOVERNANCE METHOD FOR SOCIAL WORK**Moser M.*St. Poelten University of Applied Sciences ~ St. Poelten ~ Austria*

Sociocracy is a relatively new collaborative way of governance. It is based on circular conversation and organization, consent-based decision making and a specific way of dividing responsibilities to all members of a group/organization. Based on ideas of August Comte, Frank Ward and Kees Boeke and Beatrice Cadbury, it has been further developed by the Dutch entrepreneur Gerard Enderburg to serve as a new model of governance for private enterprises. In recent years sociocracy's potential as a structure that fosters inclusion and strengthens real participations and cooperation in any kind of organization has been increasingly recognized.

by a number of organisations and implemented by e.g. social NGOs, cooperative housing projects and self-organisations of people experiencing poverty and exclusion.

The paper will explore the use of Sociocracy as a new collaborative model of governance and decision making with regards to fostering social and cultural wellbeing of individuals and communities and thus for social work. It will thereby particularly discuss its use with regards to strengthening the ability of self-organisation of people experiencing poverty and exclusion.

It will explore the potential of Sociocracy to counteract power imbalances within an organization or community and discuss its ability to foster the full participation of vulnerable individuals and minorities in diverse groups.

OC.01-9 Session 1 - parallel session 9**OC.01-9.1****EXTERNAL PROFESSIONAL SUPERVISION ON IMPROVING SOCIAL WORK INTERVENTION IN HOME CARE SERVICES FOR OLDER PEOPLE**Carvalho M.I.*CAPP U.Lisbon ~ Lisbon ~ Portugal*

The aim of this presentation is to reflect about the experience of a professional supervision undertaken by external consultants from a Social Work Department of a university in Lisbon, Portugal, to social workers responsible for the coordination of home care services for the older people in a nonprofit organization. We intend to highlight the project developed between the University and a non-profit institution as well as certain principles and values in the intervention with the older people and the professionals. We adopted a case methodology regarding the design, the development, the strategies of action used and its impact on promoting critical and reflective practice, that enhance personal and professional development to social workers, as well as better outcomes for the organization and, more importantly, for the services users and formal careers.

Keyword: professional supervision; home care services; older people; social work intervention; values

OC.01-9.2**‘SWIMMING TO SHORE’: CO-CONSTRUCTING SUPERVISION WITH A THINKING-ALOUD PROCESS**

Rankine M.^[1], Thompson A.^[2]

^[1]Professional Teaching Fellow, University of Auckland and External Supervisor ~ Auckland ~ New Zealand, ^[2]Professional Teaching Fellow, The University of Auckland; Social Worker, Starship Children’s Health, Auckland District Health Board and External Supervisor ~ Auckland ~ New Zealand

Supervision for social workers is an essential vehicle for revitalising, reflecting and transforming practice. However, in the climate of managerialism, supervision needs to critically reposition itself to meet professional development needs, support and the complexities in the workplace. In this presentation we introduce our supervision session and critically reflect on the content and process. Using critical reflection as the research method, we co-construct and examine the content of our recorded supervision sessions and follow-up with participatory reflection sessions using a ‘thinking aloud’ process. Critical reflection identifies the location of power and how this impacts on practice and decision making. Consequently, our practice is enriched through the method of deconstructing and reconstructing items raised in supervision. Using critical reflection provides insights into the process and content of the supervision session. The key themes that emerge are the significance of building trust and recognition of power between supervisor and supervisee; the shared use of metaphoric language and meaning; using different media as innovations; the process as structure and the balancing of personal and professional issues within supervision. This study indicates enormous benefit for further research into the supervision session using critical reflection as a research methodology; and the boundaries and limits of personal disclosure. Given its inherent complexities and contradictions, critical reflection in social work needs development in research so that it is relevant to global and local contexts. Contemporary supervision needs to adapt to ensure professional values remain pivotal to social work most notably within the context of managerialism.

OC.01-9.3**SOCIAL WORKERS’ EXPERIENCES OF PERSONALISATION WITH PEOPLE WITH LEARNING DISABILITIES IN THE UK. LEARNING FROM A PILOT STUDY TO EVALUATE THE IMPACT OF CHANGING SOCIAL WORK ROLES FOLLOWING THE INTRODUCTION OF THE TRANSFORMATION AGENDA IN THE UK**

Sims D.

University of Greenwich ~ London ~ United Kingdom

Following the development of the transformation agenda in the UK there is a growing number of people with learning disabilities using personalised support. Although this group of people were initially not considered a priority for direct payments or personal budgets, this is changing. Their right to have the choice, control, autonomy and person centred support associated with personalisation is now a feature of many services, and social workers have a key role in the process of supporting this.

A previously published scoping review carried out by the presenter identified concerns of social workers, particularly in respect of safeguarding. It also found significant critiques of the transformation agenda. Notably however, it identified that there was very little empirical research about social workers and their roles when working with personalisation and people with learning disabilities. The results from this scoping review will be discussed as these provided a context to the development of a pilot study carried out by the presenter.

The paper will then report on the results of the pilot study with social workers in a community learning disability team in England. A focus group and semi-structured individual interviews were carried out with team members. The perceptions and experiences of social workers regarding the implementation of personalisation will be explored. Their beliefs about the impact on people’s quality of life will also be considered as well as their reported views on the challenges, positives and negatives of personalisation for service users. Changes in their role will be analysed and evaluated and learning for best social work practice internationally will be summarised.

OC.01-9.4**WHAT KNOWLEDGE AND SKILLS FOR WHICH PROFESSIONS?
PROFESSIONAL PRACTICE OF SOCIAL EDUCATORS WITH DIFFERENT
EDUCATION LEVELS IN SWITZERLAND**

Perriard V., Cettou L., Gulfi A.

University of Applied Sciences and Arts Western Switzerland, School of Social Work, Fribourg ~ Givisiez ~ Switzerland

In Switzerland, as in other European countries, the social work education system has undergone profound transformations within the last 15 years. This restructuring includes a multiplication of education levels. In the field of social education in particular, where there used to be one level, there are now three: socio-educational assistant with a diploma of vocational education and training (SEA) (upper secondary level), social educator with a diploma of higher vocational education and training (SEH) (tertiary level B) and social educator with a Bachelor of Arts (SEU) (tertiary level A). The multiplication of education levels has implications for professional practice and labour division. What activities and responsibilities underlie the professional practice of social educators with different levels of education (SEA, SEH, SEU)? What kind of knowledge and skills are required from these various professionals?

This paper presents the preliminary findings of an ongoing qualitative study (2014-2015) which investigates the relationship between social educators with different levels of education (SEA, SEH, SEU), working in institutions for people with disabilities in French-speaking Switzerland. Particularly, our aim is to describe the labour division between these professions, their specificities and potential overlaps in terms of activities, skills and responsibilities. The views and experiences of SEA, SEH and SEU practitioners and their employers are explored. Almost 40 semi-focused interviews are being conducted with these various informants.

The preliminary findings will present the different perspectives on activities, skills and responsibilities expected and required of social educators with different levels of education (SEA, SEH, SEU) in their professional practice. Similarities and differences in the activities and skills of these different professionals and between the standpoints of those concerned will also be highlighted. This paper will give indications on the future of skills attributions for social educators and their corresponding education.

OC.01-9.5**MANAGERIALISM - CAN RELATIONSHIP-BASED PRACTICE HUMANISE
MANAGERIALISM?**

Trevithick P.

Buckinghamshire New University ~ London ~ United Kingdom

This presentation is based on my recently published journal article where I argue that a managerialist approach - with its emphasis on performance management, and the use of standardised, one-size-fits forms of questioning and decision-making - seriously hampers quality decision-making and the future standing of social work. My initial interest in this subject was triggered by a newly qualified child protection worker who commented that 'in our office we don't do emotions. Any mention of feelings is banned or frowned upon'. This comment led me to look at the current part played by 'emotions' or 'feelings' in social work and the extent to which a rigid managerialist or New Public Management (NPM) approach fails to recognise the importance of the emotional life of human beings. Instead it prioritises financial and cost-cutting considerations over those of human need. As human beings we learn and change through our emotions -everything important that we learn about life we learn in the context of relationships. Some recent findings within neuroscience confirm the extent to which interpersonal experiences have a dominant influence on the brain throughout the lifespan. Thus, managerialism not only ignores the importance of emotions as central to the change process but also the importance of relationships and relationship-based practice (RBP) as an essential feature of social work's capacity to be effective, efficient, caring and humane in the provision of services. A final section of this presentation looks at what we can do to 'humanise managerialism' - by revisiting the concept 'use of self'; by being well-informed about the impact and cost of managerialism in human terms; and by joining with others to develop strategies to bring about change.

THE THEORY AND PRACTICE RELATIONSHIP

OC.02-1 Session 2 - parallel session 1

OC.02-1.1

OFF BALANCE? MINDFULLY RE-PERCEIVING THE PRACTICE-THEORY NEXUS

Chinnery S., [Appleton C.](#)

The University of Auckland ~ Auckland ~ New Zealand

Preparing social work students to become critically aware practitioners, who realise the impact of their socio-cultural location on practice relationships, is a fundamental teaching goal. This paper argues for integrating theory with practice as a cohesive teaching method to facilitate the development of critical awareness in pre-practicum social work students. Few skills-based models exist to support the discovery and development of this capacity during the early stages of professional learning. Some reflective practice writers in social work have argued that there is more rhetoric about the reflective practice process than there are tangible tools to aid students in growing the skills needed for its implementation. A 'theory with skill' premise is implicit to this observation. This signals an important message for social work educators, namely that for students to enact the reflective practice function they need to be 'taught' a discernible series of skills rather than simply being 'told' about them. A skills-based focus and the integrative teaching it commends are at odds with the increased academisation of the social work curricula, where theoretical knowledge is privileged above practice. Ironically, conceptualising theory as distinct from practice conflicts with the stated educational imperative of the practicum, where theory practice integration is magnified. Engaging with this tension, we have trialled the awareness skills of mindfulness as a mechanism to develop the embodied use of knowledge and cultivation of critical awareness. Mindfulness skills are taught in a time intensive professional practice class prior to the first undergraduate practicum. Subsequent 'use of self-assignments' supports skill transfer to the field. Trial results suggest that students' progressively develop greater levels of awareness, shifting from unexamined assumptions to critical awareness. Heightened awareness may better equip student social workers for dialogical engagement with the service user's perspective, once in the field.

OC.02-1.2

ACTIVATED STUDENTS HELP ACTIVATE JOB SEEKERS

[Callebert M.](#)

Karel de Grote University College ~ Antwerp ~ Belgium

For several years now we work closely together with the Flemish public employment service (VDAB) for 2 of our trainings. The cooperation applies to the trainings 'interviewing techniques' and 'train the trainer', specifically designed for students with an interest in Human Resources Management. The cooperation creates a clear win-win. In the training interviewing techniques, students conduct mock job interviews with job seekers: students are trained in interviewing skills as future recruiters whereas job seekers get the opportunity to get feedback on their interviewing skills as applicants. During the other training, 'train the trainer', students train job seekers in specific job coaching topics such as writing an appealing CV, how to network, the impact of body knowledge, etc... Both trainings have been evaluated as extremely positive by students, lecturers, job seekers and job coaches. It's a valuable asset in the frame of activation, a rich experience for all involved parties as it is a 'real life experience'.

OC.02-1.3**A RADICAL CHANGE OF PERSPECTIVE UPON THE RELATIONSHIP BETWEEN THEORY AND PRACTICE LEADING TO DIFFERENT SOCIAL WORK TEACHING METHODS**Forsén B.*Department of Social Work Gothenburg ~ Gothenburg ~ Sweden*

A radical change of perspective upon the relationship between theory and practice leading to different social work teaching methods

Author: Bosse Forsén: Senior lecturer, Department of Social Work, University of Gothenburg

After 28 years of outreach teaching in different suburban areas in Gothenburg I don't hesitate to say that we have been part of developing a pedagogy - for social work students, teachers, professional social workers and the citizens me and my colleagues have collaborated with during these years - that leads to a rich well of competencies that are asked for today. One of the central regulative ideas that has been of fundamental importance to us in our strivings has been how to look upon and understand the relationship between theory and practice. It has been important to us to get away from the dominant way of thinking in which theory and practice are separated and in which education (and research) are the theoretical sides, while professional experience and concrete contexts the practical ones. To us, education is very much practice, in fact a fundamental kind of practice. In a number of key respects, there are parallels to professional practice. I would like to present how we have developed the social work training as a practice, well preparing students for their future work, and how it can be strengthened in order to meet a rapidly changing society in a constructive and creative way.

OC.02-1.4**SOCIAL WORK AS A GENERATOR OF A WELFARE OF A SHARED RESPONSIBILITY (NOTHING IS MORE PRACTICAL THAN A GOOD THEORY)**Rota D.^[1], Moretti A.^[1], De Lucia D.^[1], Goldoni R.^[1], De Aloe S.^[2], Castellazzi M.^[1]*^[1]Comune di Cassano d'Adda ~ Milano ~ Italy, ^[2]Cooperativa Dialogica ~ Milano ~ Italy*

The Social Workers of Cassano D'Adda town 18,000 inhabitants, are attending to a training path, since 2009, directed to improve the effectiveness in dealing with the significant changes of the welfare, that is characterized by an increasingly demand and a reduction of resources.

First of all the scientific foundations as a reference to interpret the health of the Community are re-established, activating a paradigmatic shift, from welfare assistance to generative cohesion, which considers the community as a product of the interaction between all the formal and the informal actors that constitute it, and health as a shared responsibility in order to manage critical issues of the community itself.

This scenario allows the Social Workers to focus the matters that characterized the previous setting: activation of interventions only to "full-blown problems," fragmentation of the citizens on the basis of administrative categories (elderly, disabled, minor), management of interactions with the territory basing on the delegation of tasks and responsibility.

The social workers then, constantly supported by a consultant psychologist, are working on:

- providing the Services of the general objective, to Promote Health of the Community and its skills to manage critical issues;
- determining "recognition of the need for Health prevailing" (that is the social process generating the request) as the parameter in order to manage the take on responsibility;
- reorganizing the Service on the basis of this criterion, creating operational units that manage interventions oriented to develop: management skills of Personal Autonomy, Socio-Economic Integration Work Placement, Educational Guide, Youth Policies.

This working model, for "goals and projects" has generated:

- Synergies with joints of the territory as resources that can be activated in order to manage sharing responsibility and to create new opportunities of exercise of citizenship;
- Internal Teamwork
- Empowering to users and reduction of conflicts

OC.02-1.5**“I WANT TO WORK WITH PEOPLE AND NOT THE THEORETICAL BACKGROUND” - FACING THE THEORY-PRACTICE-GAP IN SOCIAL WORK EDUCATION**Vogt S.*Cologne University of Applied Sciences ~ Cologne ~ Germany*

Social work is a practice-based profession as well as an academic discipline – social work practice needs theory and the discipline needs to stay connected with the profession. Nevertheless a gap between theory and practice exists and the dialogue between the professional world and the academic world sometimes appears to be weak. The basic skills for the competence to address this gap between theory and practice and to integrate both worlds should be acquired during the course of studies. The presentation introduces results of a qualitative research project posing the question, which challenges students with a non-academic family background experience in adjusting to higher education system and how they manage the process of socialisation into the academic world. The results show that at the very beginning of the course students are often oriented towards practice. The interviews revealed that those students were expecting a practice-based and specialised education for a specific field of social work rather than an academic curriculum. For those students academic knowledge has to fit the criterion of direct utility for the future practical field of work. In spite of the students' anticipation of a specialised and practical orientated curriculum they found themselves confronted with a generic academic curriculum and abstract theoretical approaches and models, whereas the application of this kind of knowledge was not immediately tangible and obvious. Accordingly their approach to this kind of generic social work education was characterized by scepticism and they faced difficulties to get access to the academic world and way of thinking. Social work education has to help develop students' competence to integrate theory with practice. The research results show this and how a generic education and the introduction to the academic discipline of social work can work out to the students' benefit.

OC.02-1.6**PRACTICAL EDUCATION IN ACADEMIC PREPARATION OF SOCIAL WORKERS IN SLOVAKIA AS A TOOL OF THEORY AND PRACTICAL REQUIREMENTS INTERCONNECTION**Klesken L., Vaska L.*Comenius University in Bratislava ~ Bratislava ~ Slovakia*

The article focuses on the specifics of practical education within the university studies of social work in Slovakia. It describes the development of practical education and its reflection on ongoing changes in the practices of social work. The role of the university preparation is the teaching of theoretical standpoints, development of research but also gathering of skills for practical performance of social work. We consider the practical education of students as the base of the dialogue between academic environment and social work practice. The level of preparation of the students for the labor market in social sphere is directly dependent on the quality of practical education. This market, because of its natural development and renewal, requires young workers who bring in new practical application of theoretical trends. We can secure the quality of education by the implication of several conditions regarding more levels, for example: theoretical equipment of the student for the particular type of practice, the identification of support from the side of the school as mentoring organization, clear characteristic of standards of the practical environment, identification of basic principals and goals, the specification of control, cooperation of the school and the practical environment and many more. Special attention is focused on supervisions of the students, its limitations and possibilities. Several of the mentioned facts are reflected by the innovation of minimum standards of the practical education in Slovakia in the present days. Beside the practical education, the article focuses on social skills trainings, that are provided by some educators for increased effectiveness of theory and practice interconnection.

OC.02-2 Session 2 - parallel session 2

OC.02-2.1

THE CHALLENGES OF FIELD PRACTICE: VIEWS OF STUDENTS AND MENTORS – DEPARTMENT OF SOCIAL WORK SARAJEVO

Sadic S.

Department of Social Work ~ Sarajevo

In recent years, with the introduction of the Bologna system of education, and an increasing number of students at Department of Social Work Sarajevo, problems began to occur in the organization and implementation of field practice. This situation produced dissatisfaction of mentors, but also among the students, and problems in cooperation with institutions where students have field practice.

Learning Objectives:

- Aim of the research is to evaluate to what extent students are able to apply the acquired theoretical knowledge, whether the student recognizes the connection between theory and practice, to assess the knowledge gained in practice, mentor-student relationship, but also to self-evaluation of its own attitude toward a practice.
- To explore the experiences of mentors in their work with students on study practice. In this two-way process it is important to get the opinions and experiences of mentors engaged on practice and work with the students, but also the problems they are faced with.
- To examine problems, suggestions and possible solutions.

Key words: student, mentor/supervisor, practice.

OC.02-2.2

CONCEPTS AND STRATEGIES OF FIELD INSTRUCTORS AND STUDENTS TO FACILITATE CONNECTIVITY BETWEEN LEARNING ARRANGEMENTS IN SCHOOLS OF SOCIAL WORK AND FIELD AGENCIES

Goldoni M., Kösel S.

Office of Field Training and Knowledge Integration, School of Social Work, University of Applied Science Northwestern Switzerland ~ Olten / Basel

The BA Social Work at the FHNW School of Social Work is oriented towards the development of professional social work competences. A substantial part of the degree course takes place in field agencies in order to facilitate the conceptualization and at-tunement of theoretical and practical knowledge. Therefore the interorganizational relationship between school and field agencies is thought as a relationship of two interconnected systems to support the professional development of students. The school of social work promotes connection through specific instruments like field instructor training or operationalized competence frameworks. The specific rendering of the framework on the level of usual working tasks is widely delegated to students and field educators. How they cope with intermediating challenges is broadly underexplored.

Hence in our study we look for the individually concepts and strategies of field instructors and students regarding the promotion of interorganizational connectivity (Guile & Griffiths 2010). As an initial position we emphasize the individual theory-practice-figure (Kösel 2014) of both protagonists as a system of beliefs about conceptualizing and re-lating experience and knowledge. We assume that specific commitments with one or both systems bias the students learning activities (Fortune et al. 2001) and allow cross-ing boundaries between learning systems in different ways and levels.

We worked with Flick's (1997) episodic interviewing for data collection. Twelve students and twelve field educators were interviewed individually in several phases following the idea of theoretical sampling. We want to discuss our first findings, especially the role of contradictory strategies on the individual level to the curriculum perspective of connectivity. The results emphasize constructive combinations of beliefs and strategies between students and field instructors for boundary crossing activities.

OC.02-2.3**TEACHING AND LEARNING SOCIAL WORK IN THE PRACTICE SETTING:
REFLECTING ON THE EFFECTIVENESS OF THE PROFESSIONAL CAPABILITY
FRAMEWORK IN ENGLAND**

Lawson H.

University of Sussex and Open University ~ Brighton ~ United Kingdom

The purpose of this presentation is to present findings from our recent research, and consider implications for teaching and assessing students' social work practice. Deep and transformational learning occurs in reflective spaces where there is active engagement of both the reflective supervisor/teacher and the student learner. The research indicates how those learning conversations are informed by standards and frameworks of what constitutes effective social work practice.

Whilst an emphasis on professionalism and effective standards is common to social work education programmes across the world, in England a new framework for the teaching and assessing of social work practice has recently been introduced by the College of Social Work driven by the need to enhance the professionalization of social work through strengthening knowledge and practice. The research provides an opportunity to capture data from a local evaluation of the first year of the new framework's implementation. After a brief explanation of the PCF and the rationale behind its introduction in 2012, a thematic analysis of qualitative research data drawn from field educators will be presented. Drawing on this data, we illustrate how the framework has influenced teaching and assessment of the qualities that promote social work professional identity.

In promoting its new framework, the College emphasises that education programmes should use teaching methods which encourage students to develop not just skills and knowledge but also qualities such as professional identity, confidence, critical thinking, creativity and professional leadership. The presentation will consider different ways these aspects of professionalism can be taught and will conclude that firstly, student centred teaching methods require the active engagement of both learner and teacher and secondly, overarching standards play a crucial role in structuring and focusing learning conversations.

OC.02-2.4**"THE NIGHTINGALE MENTORING" PROGRAM; A MEETING PLACE BETWEEN
THEORY AND PRACTICE**

Tveraabak M.

Milano ~ Parma ~ Italy

"The Nightingale Mentoring" program; a meeting place between theory and practice.

"The Nightingale Mentoring" in Norway is a mentoring program where students at Bachelor degree studies in social work and child welfare volunteer as mentors for children between 8 and 12 having a minority background. The mentors and children meet for 2-3 hours once a week over a period extending from October to May.

One idea behind the program is that students in association with minority children may become more culturally sensitive and develop a better knowledge about children in general. Another idea is that the mentors give the children a positive role model identification by establishing a personal relationship with the mentor children. This in turn may help strengthen the children's personal and social confidence. The concept is based on the idea of "mutual benefit" – benefit for both children and students.

"The Nightingale Mentoring" program gives students a different experience in addition to traditional, theoretical teaching and practice. By spending time together with the mentor children in different social contexts, students are given the opportunity to try out different theoretical perspectives they have acquired in the Bachelor studies, and reflect upon these. Grander (2011) describes "The Nightingale Mentoring" program's significance for the development of knowledge this way:

They (students) see the knowledge they develop in the mentoring program as the result of a unique learning process, a process that is not covered in the regular education system. Learning consists of different types of knowledge, but it is the context that is most important for the experiences to really become knowledge (Grander, 2011:65).

We will, in the paper, based on student narratives present and discuss how the students describe their learning processes through their experiences of being mentors. We will focus on the ways students reflect upon connections between theoretical perspectives and practical experiences.

References:

Grander, M. (2011) Learning through mentoring.

OC.02-2.5**MEANINGFUL PEDAGOGICAL CONTEXTUALIZATION - THE EXAMPLE OF THE FIELD-BASED SOCIAL WORK EDUCATION AT THE UNIVERSITY OF GOTHENBURG**

Donning Y., Grundvall S.

University of Gothenburg, Department of Social Work ~ Gothenburg ~ Sweden

During 2006, a unique cooperation started between the University of Gothenburg, the Local Authority of Biskopsgården and the Non Government Organization (NGO) Bräcke Diakoni, concerning an extended and integrated professional social work education program. The Local Authority and the NGO wanted to get more employable social workers and on the other hand we, as university lecturers, saw new opportunities to integrate social work theories and methods with practice.

Our pedagogy is based on the students exposure to cultural diversity represented by the multi-cultural local community, the different experiences in student group, the different faces of the social work practice as well as academic traditions. In order to learn from these contexts and circumstances, participation and reflection are fundamental and used in a dialectical relationship with each other. In principle, the reflection starts day one when the students are requested to, on a daily basis, formulate their experiences and integrate them into the social work education. The student's own reflections acts as a path-way to deeper understanding when later shared with their mentors.

Meaningfulness is also highlighted when mentors, supervisors and other social workers are invited to participate in seminars and presentations, performed and examined in a context of dialogue and openness. Our intention is to give students an opportunity to relate everyday situations and practices to learning outcomes and academic challenges. When students in their education simultaneously with their studies become familiar with local everyday life and social work practices they will hopefully feel that the academic tasks are meaningful.

During 2014 a questionnaire was sent to the students having participated in the field-based social work education, aiming at exploring what this approach and some of the teaching modules have meant to them. In this presentation we want to share and discuss some results from our data collection.

OC.02-2.6**PROBLEMS IN FIELDWORK EDUCATION AND STUDENTS' SUPERVISION**

Levicka K., Levicka J.

Trnava University in Trnava ~ Trnava ~ Slovakia

The aim of the presentation is to exchange experiences with fieldwork education problems and ways to solve them.

The paper deals with the fieldwork education and students' supervision. At the moment, we feel that the current system of fieldwork education at our Department of Social Work is not quite perfect, and we would need to modify it. Fieldwork education we are not interested solely in terms of its management system (view of educators), but especially in terms of its usefulness and benefits to the students themselves.

The aim of the research was to identify the most frequent problems occurring within fieldwork practice and students' supervision. Approximately 200 students' records and diaries, supervision reports were used for data analysis. The analysis was to identify problem areas, specific problems and ways used for solving problem situations.

Based on the knowledge of these problems, we can more adequately prepare students prior to the fieldwork placement. Similarly, findings from research can also be implemented in different subjects in the curriculum, in order to prevent these problems. Additional information about research findings also serve to enhance cooperation between our university and various social service agencies to best meet the needs of students and the Global Standards for Social Work Education and Training document

This paper was prepared as a part of the project The Identity of Social Work in the Context of Slovakia [APVV-0524-12] funded by the Slovak Research and Development Agency.

OC.02-3 Session 2 - parallel session 3

OC.02-3.1**DEMOGRAPHIC CHANGE, CIVIC ACTION AND THE ROLE OF THE SOCIAL WORKER**Rocak M.*CESRT Research centre Social Integration/ Zuyd University of Applied Sciences
~ Maastricht ~ Netherlands*

This presentation explores the capacity of civil society to deal with demographic change. Findings of the case study of Heerlen, the Netherlands will examine the requests put on civil society, its capacities and the role of the social worker in this context.

Demographic change, in particular ageing and shrinking, is a phenomenon Europe is faced with significantly and it is likely to continue in the future.

Research about the impact of demographic change on civic action has been minimal. The presentation illustrates this by proposing a theoretical framework to examine this relationship. More specifically, the relevance of this research field for social work will be presented through research on civic action in shrinking cities.

The role of social workers in this context is important as civic action is often called upon to ensure the quality of life. Three scenarios of civic action in the context of demographic change will be identified and analysed: (1) increased, (2) no change and (3) reduced civic action; and illustrated with case study data. Implications of these findings will be translated to social work practice claiming that social work becomes the facilitator of cooperation among stakeholders and the mobiliser of community resources. Moreover, analysis will show that civic action is a way of dealing with the (social) transformation caused by demographic change and helps finding new ways to organise society faced with this phenomenon. Additionally, limitations of mobilisation will be examined as civic action could be a valuable resource but shouldn't be overrated.

The development of social theory of demographic change could aid future research and in particular development of social work curricula through implementation of community of practice on demographic change within the Social Work Faculty in Sittard.

OC.02-3.2**DO WE PRACTICE WHAT WE PREACH? FELT EMPOWERMENT IN A SOCIAL WORK PROGRAM IN ICELAND**Freysteinsdóttir F.J.*University of Iceland ~ Reykjavík*

In this study, Icelandic social work student's attitudes and experience towards their education, other students, teachers and the department was explored. It was particularly examined if students thought that they experienced empowerment in the program. Empowerment is one of the basic methods which is taught and conducted in social work. In order for social workers to use empowerment in their work with clients, it is important for them to be empowered as well. Thus, social work students should feel empowered in their study program. Empowerment is a method that involves supporting the person and influencing her surroundings in a positive way or encouraging the person to influence her environment. Thus, an important part of this study was to explore if the students thought that their voices were heard by teachers and the program management. The data was analyzed from two focus groups, one including 6 undergraduate students and the other including 6 graduate students. The results show that the students are satisfied with the content and structure of the program. They have positive experiences of the relationships with other students. However, the undergraduate students think that the relationships with teachers is very limited. Some of the graduate students think that there is a gap between the teachers and the students and that some teachers look down on them. They experienced the department's management as strict, inflexible and a lack of understanding of their situation. Thus, the graduate students felt disempowered by some of the teachers and the department management.

OC.02-3.3
THE ROLE OF SOCIAL WORK EDUCATION IN COMMUNITY WORK

Beier J.

Cologne University of Applied Sciences- Koln ~ Germany

This presentation asks what role social work education plays in the development on community work in theory and practice.

Community Work is a relevant method and working principle for social professional practice. But what kind of role does social work education play in the establishment of bottom-up movements in society nowadays?

In order to find some answers to the question the presenter first focuses on the definition of community work as a method and working principle in the field of social work. Second, she illustrates and compares social work education on community work in different decades as well as its relevance for society in the past and nowadays. Hereby, she will focus on one of the federal state: North-Rhine-Westphalia in Germany by presenting a case study on community work education.

Furthermore, the author elaborates on the aspect of community work as an interdisciplinary approach in community planning procedures. Besides the literature review she will outline a practice approach by presenting a case study of using an activating survey in Cologne. In this survey, which has been a common project of students, inhabitants, social professional practice, and the faculty of social science in the field of community work, she will focus on the possibilities and barriers of the common interdisciplinary projects according power structures in decision making procedures and the role of social work.

She will conclude by combining the result of the literature review, the activating survey as a practice approach, and the results of the case study and discuss the role of social work education in the field of community work.

OC.02-3.4
SERVICE LEARNING AND SOCIAL WORK

Caparrós-Civera N., Raya-Diez E., Carbonero-Muñoz D.

La Rioja University ~ Logroño ~ Spain

The purpose and (theoretical /educational) context of the presentation

Practices are a key element in the formation of any student and there are many factors influencing the learning process, factors such as the personal characteristics of the different actors involved (students, professionals and teachers), organizational aspects of the program, the students incorporation at the center and institutional coordination, all of them are required.

The practices in the Degree in Social Work, since the implementation of the EHEA, carried out with service learning, a method of teaching.

Service learning is a process of involving students in community service activities, combined with facilitated means for applying the experience to their academic and personal development. It is a form of experiential education aimed at enhancing and enriching student learning in material course.

The critical difference and distinguishing characteristic of service learning is reciprocal and balanced emphasis on both students learning and addressing real needs in the community. Course learning objectives are linked to meaningful human, safety, educational, and environmental needs that are co-determined with community partners and service recipients.

Taking as case of study the Degree in Social Work at the La Rioja University the purpose of our communication is to analyze the results of implementing the new practices method, considering the voices of the students, professionals and teachers about a new way to learn, teach and develop curricular practices.

A brief description of the methods used

We expose the results in the evaluations realized in the three parts implied (students, professionals and teachers) with a SWOT analysis, a good tool to know the reality of the practices.

Conclusion

Nowadays, Service learning offers students immediate opportunities to attend classroom learning, to support or enhance the work of local agencies that often exist to produce positive change in the community. Students learn more when they feel involved, this is the case of practices with service learning.

OC.02-3.5**COLLABORATION BETWEEN PRACTITIONERS, STUDENTS AND TEACHERS AS A DRIVING FORCE IN PRACTICE RESEARCH IN SOCIAL WORK**

Henriksen K., Westersø P.

VIA University College, Department of Social work ~ Aarhus ~ Denmark

Collaboration between practitioners, students and teachers as a driving force in practice research in Social Work

Per Westersø, cand. Scient.soc. Associate Professor in social work and Kirsten Henriksen, cand. Scient.soc., ph.d., Associate Professor in social work

VIA University College, Department of social work, Aarhus, Denmark

This paper will through a presentation of our experience with a collaboration with practitioners in a Practice Research Network in Social Work set the stage for a discussion of the strength of involving the students in this network in a further degree, and a discussion of how a collaboration in Practice research with all three participants can be a fruitful way to develop both praxis and education in social work.

Practice research has in both the Salisbury and the Helsinki statements primarily been discussed as a collaboration between practitioners and researchers in social work. This paper will focus on the possibilities of and the barriers in involving a third part: the students in social work. And discuss how these Possibilities could also be in favor or disfavor for involving the maybe most important part: The Users in Social Works Practice Research. As well as the paper will focus on how it is possible from this basis of understanding to develop and qualify social work, social work education and social work research.

The paper is connected to the following submission categories:

The Theory and Practice Relationship

The presentations will focus on:

- Experiences with collaboration with practitioners in many Practice Research's projects
- Some experiences with collaboration with practitioners and students together in some few Practice Research's projects
- Reflections concerning the impact of involving service users in research process in a collaboration between researcher (teachers), students and practitioners focusing on both the possible challenges and fruitful outcome

OC.02-3.6**SOCIAL INNOVATION FOR SOCIAL WORK**

Taken P., Gruyters S.

University of Applied Sciences Arnhem & Nijmegen ~ Nijmegen ~ Netherlands

Social Innovation is an emerging concept within European social policy and research. It seems to have potential for a cross-over to social work, as initial research seem to indicate outcomes on empowerment scales. The empowering mechanisms appears to be a result of the processes which are emerging during the social innovative interventions and practice development. The University of Applied Sciences Arnhem & Nijmegen is developing knowledge based on educational activities, case studies and a PhD research on social innovative methods for practice, policy and research within the social sector and social work context.

The first part of the lecture will discuss the potential of Social Innovation for the integration within Social Work Theory & Practice within Social Work education. This will be supported by several cases of social innovation methods (social labs, social design and entrepreneurial principles) that have an empowering potential on community level. Research results will be used from several (current) research projects in the Netherlands. The second part of the lecture will present an ethical reflection on these innovative practices. There are some critical remarks to be made on the assumption of it to be a 'panacea' for social wicked problems. From a normative perspective: Which (social) values are placed at the very heart of these innovative methods?; How about equity with respect to reaching the more vulnerable citizens?; And, does social innovation result in actual social change?

OC.02-4 Session 2 - parallel session 4

OC.02-4.1

SERVICE LEARNING AS A PEDAGOGICAL NECESSITY FOR SOCIAL WORK

Sokolec J.

School of Social Work Loyola University Chicago ~ Chicago ~ United States

This presentation will describe a social work teaching method housed in an Introduction to Social Work course emanating from a university-wide engaged learning requirement. Introducing students to the roles of social work, and the settings in which social workers are involved, can be facilitated through incorporating service learning activities into a course early in the social work curriculum. Service learning requires students to not only serve within a community agency but also for them to reflect on their experience while linking the reflection to the course content. Reflection prompts encourage students to confront their biases and stereotypes about particular populations as well as to draw on previous experiences and skills as well develop new ones. Because reflection is an important process for social work practitioners, early practice in reflection serves to prepare future social workers for the critical thinking that will be expected from them. Although service learning can be incorporated into a course syllabus by an individual instructor, university support for this type of student learning creates linkages between the university and the community, encourages students to be future leaders and active in their communities, and provides support for the instructor using service learning as a learning tool. A major value of the university in which this course takes place is “social justice” for marginalized and vulnerable groups in an urban area. The final assignment – development of a Social Justice poster – based on larger social issues experienced during the service learning, will be highlighted.

OC.02-4.2

DEVELOPING RESEARCH MINDEDNESS – PARTNERSHIP BETWEEN EDUCATION AND PRACTICE DURING PLACEMENT IN BACHELOR EDUCATION

Willumsen E.^[1], Kroken K.I.^[1], Sandoy Ottesen E.^[1], Oyre I.^[1], Handeland W.K.^[1], Svendsen T.S.^[2], Amble Anundsen H.^[3]

^[1]*University of Stavanger ~ Stavanger ~ Norway,* ^[2]*KORFOR, Stavanger ~ social worker ~ Norway,* ^[3]*Stavanger municipality ~ Stavanger ~ Norway*

In recent years, there has been a focus on the relationship between higher education (HE) and local actors. This has led to collaborative activities intended to increase research-based education and practice. In line with international guidelines, practice-based research has become a priority area at the University of Stavanger, where we are addressing issues relevant to teaching and research as well as to practice contexts where professionals are working with service users. One of the university’s main goals is to involve students in real research activities with practitioners.

The aim is: How can students in bachelor education use research to understand and analyze service users’ problems related to their practice placement?

The intention is to build bridges between education and practice by exploring and presenting questions with students’ field supervisors. Hence, the students can work on relating real social problems to research during their education and begin a process to develop so-called “research mindedness”, which promotes social workers’ interest in research-based evidence and best-practice. The period of practice placement gives the students the opportunity to explore the connections between research and social needs, and that the dialogs between all the different parties in the process support the development of “research mindedness”.

Drawing on experiences from second year placements, the presentation will illustrate how the research role of social work students has been developed with the practitioners/supervisors when they mutually engage in activities during the educational program. Through research assignments, the students have gained research-related knowledge about various service user groups, their living conditions and services available to them. Similarly the practitioners/supervisors have been challenged to present themes and questions that the students can examine by using research. Experiences from students and practitioners as well as researchers will be elaborated and discussed.

OC.02-4.3**LEARNING ABOUT SOCIAL JUSTICE DURING AUSTRALIAN SOCIAL WORK FIELD EDUCATION EXPERIENCES**O'Sullivan J.*University of Western Sydney ~ Sydney ~ Australia*

Social justice is a core principle of Social Work and a social justice framework underpins the knowledge and teaching in Social Work education programs in Australia. Field education offers students the opportunity to discover the complexities of social work practice through “learning by doing”. But how do students learn about social justice whilst on placement? Through conducting interviews with social work students, new graduates, field educators, managers and academics with an interest in social justice on placement this was explored. Students and new graduates described developing their understanding of the complexities involved in “social justice” such as integrating concepts of equality and fairness and, for some the structural factors that maintain injustice. Initial understandings were reported to have come from other sources such as their own experiences of injustice, ideas from their families and inspirational educators. Students described learning from service users and linking these reflections to their campus learning. Several students described struggling “alone” to apply theory to practice. In contrast, the field educators and academics interviewed described how they assisted their students to use the immediacy of their experiences to theoretical models. A range of strategies were reported and are currently being developed into educational design frameworks by this author. Field educators were concerned that some students arrived at their placement agency not able to articulate a personal and professional framework to apply a social justice focus within the practice context. Transferring learning between class, field and back to class was seen as complex by all parties. This study affirms the central importance of field education for learning about social justice and exposes tensions between field education and campus learning. Significantly the education and practice alliance must become one of being ‘educators about social justice’ in order for students to forge their own social justice practice confidence.

OC.02-4.4**FIELD EDUCATION AND THEORY A PERFECT RELATIONSHIP**Furlongue Laver M.*Florida Association of School Social Workers ~ Florida ~ United States*

The purpose of this workshop will be to explore how as Field Educators we can epitomize this opportunity to link the Practicum opportunity with Research and the use of Theoretical Concepts. We will also look at how we can improve competence in Social Work Theories. This Workshop will utilize theoretical concepts from Erickson's Developmental Theory, Adult Learning Theory, Social Learning Theory Ecological and Systemic Theory. As the Field Instructor/Practice Educator is viewed as the hands on practical individual who may or may not access theories in their work; an improve relationship between Academia and this individual will lead to improve relationship between Academia (who is viewed often time by Practice as living in an Ivory Tower) and Agency. A key purpose of this workshop will be the up scaling of Practice Educators/Field Instructors; building that awareness of the need for the connection between Academia and Practice a shift in the relationship a balancing of power where mutual admiration and respect for each service provided. A balancing of the power in the relationship where the Field Instructor/Practice Educator will feel connected to the University. This workshop will aim to explore ways that we can support our students in the application of the theories learnt in the classroom to their work with clients. We will look at ways to strengthen the relationship between the Field Liaison and the Practice Educator/Field Supervisor. The goal of the workshop is to have participants leave with an Action Plan as to how they can support the relationship between their Field Instructor/Practice Educator and to grow and nurture the relationship between Academia and Practice. The value that will be placed on this relationship will continue to grow Social Work as profession that can be at the table and the scientific discussions.

OC.02-4.5**FIELD-BASED SOCIAL WORK EDUCATION - AN EXAMPLE FROM SWEDEN**

Röbäck De Souza K.

University of Gothenburg, Dept of Social work ~ Gothenburg ~ Sweden

Social work education faces the challenge to combine theoretical courses, contact with the field, and the personal development of the students. The “academisation”, where social work skills and knowledge from the field have become devalued in relation to more academic skills, have been evident in the Swedish social work education during the last decade. But research show that students want more contact with the field in various ways. At the University of Gothenburg, students can choose to attend their first three semesters in a ‘field-based’ group in two different parts of the city. The aim of the presentation is to discuss challenges and examples of how the syllabus for different courses have been applied with a field-based group of students, from the perspective of a pair of teachers involved for the first time. The course syllabuses are the same for ‘campus-based’ and ‘field-based’ groups, but the intention is that the students in the field-based groups should be more involved in practical social work from the very first course of the BA-program. This is made through participation and visits by experienced social workers during lectures and seminars, student projects in the field, and mentorship for each student by a professional social worker. The pedagogic situation where two teachers “follow” a group of students for three semesters also enables them to engage more with one another, facilitating students’ participation in course design and discussions about relation and progression between courses. Additionally, to promote the personal development of each student, there is a written assignment every semester where the students reflect on their personal professional process of becoming a social worker. Official partners to the university are the local social services office and a NGO in the city. The challenges of alignment of these issues will be discussed.

OC.02-5 Session 2 - parallel session 5**OC.02-5.1****IMPLEMENTING EBP IN COLLABORATION - A PROJECT ON RESEARCH-PRACTITIONER COLLABORATION IN ELDERLY CARE BY CITY AND UNIVERSITY OF GOTHENBURG, SWEDEN**

Sjöström M.^[2], Berglund H.^[3], Abrahamson Ljöfström C.^[4], Gustafsson S.^[1]

^[1]Department of Clinical Neuroscience and rehabilitation, The Sahlgrenska Academy ~ Gothenburg ~ Sweden, ^[2]Department of social work, Gothenburg university ~ Gothenburg ~ Sweden, ^[3]Institute of Health and Care Sciences, The Sahlgrenska Academy ~ Gothenburg ~ Sweden, ^[4]The Gothenburg Region Association of Local Authorities ~ Gothenburg ~ Sweden

Background: Collaboration between researchers and practitioners appears as a promising effort to strengthen the use of evidence-based practice (EBP) in the social welfare sector. Collaboration between researchers of three departments (social work, neuroscience and rehabilitation, nursery) and practitioners in municipal elderly care seems therefore interesting in order to gain more knowledge on the effects of such research-practice collaboration on the implementation of EBP and inter-professional team work.

Aim: The evaluation of the effects of university - practice field collaboration on the use of EBP and inter-professional teamwork in a specific organisation of community care for the aged in Gothenburg, Sweden.

Methods: An explanatory case study on the collaboration between researchers from three university departments and practitioners in a community care organization for the aged in Gothenburg. Qualitative and quantitative data is collected parallel to project activities. Qualitative and quantitative analysis methods will be used.

Results: The collaborative project is on-going with three researchers using a multifaceted implementation strategy including common definition of developmental needs, education/learning activities and information activities. Initial experiences reveal that the introductory phase for all involved persons to get to know each others fields of expertise and respective organizations, took longer than expected. Also, some professions express limited ability to prioritize project activities. Third, the project reveals, that legislative prerequisites as well as organizational structures and demands impact on the effects of collaborative projects as this.

Conclusion: Results from this study may deliver new knowledge on how inter-professional projects like this may contribute to strengthening the theory-practice relationship and its effects on inter-professional teamwork in the community care for the age

OC.02-5.2**SOCIETY CAN COMPENSATE FOR SCHOOL (AND SOCIAL WORKERS ARE THERE TO MAKE IT HAPPEN)**Mulder K.*Hogeschool Utrecht ~ Utrecht ~ Netherlands*

Permanent changes in global developments in the demand and the supply of labor result in high levels of unemployment amongst 'white collar' professionals. This does influence the wellbeing of young people all over Europe. Already, we see signs that some of them lose faith and fall into depression (and suicide), radicalization or escapism. In the Netherlands, we experience a rise in the demand for social work in schools.

Some of our Social Work students do their internships in primary schools and are very much appreciated for their skills to coach pupils that do not feel supported or challenged by standard education. Our students help the round pegs to survive in a square hole environment.

From my research I draw the conclusion that it is very likely that within ten years, the whole idea of compulsory education will be put to trial. Literally, by young people that go to court to maintain that classical education (i.e. learning classic matter in classrooms) will not prepare them for their future as a human being, nor as a professional. They will apply for new facilities to develop themselves through e-learning and real life projects and experiences. Most of them will need professional coaching and/or they will need trainers that can provide interactive approaches to personal and communal development. If 10% of the Dutch education budget can be reallocated to person- and communitybased education, we can spend 3.5 billion Euro per annum on social workers that do what classroomteachers cannot. In my paper I will show some early signs that we - professional social workers - are ready to take over the classroom, or take young people out of school to prepare them for life.

OC.02-5.3**FILLING THE GAP BETWEEN EDUCATION AND PRACTICE**Vindegg J.*Oslo and Akershus University College of Applied Science ~ Oslo ~ Norway*

The presentation will focus on a project aiming to offer supervision and training to newly qualified social workers (NQSW) during their first year in practice in the field of Norwegian child welfare. The program combined teaching groups with portfolio assessment and individual supervision from an experienced social worker. The evaluation of the program was directed towards the NQSW's experience of mastering their work, confidence in the role as social worker as well as job satisfaction and withdrawal. The data were gathered by combining focus groups with participants on four different points with a short questionnaire at the beginning and at the end of the program.

An interesting result was that there were no big differences between the knowledge which the practitioners acquired during their education and the demands that they experienced in practice. Learning trajectories and learning cultures were analyzed and shown to reflect internal tensions in the field - between profession and business, between goal and process and between administration and treatment. The NQSW emphasized the importance of organized training and attention directed towards the boundary crossing from education to practice.

Moreover, it is recommended that programs for NQSW are flexible and adjust to the learning requirements of each individual. The personal dimension, the power as well as restrictions of both NQSW and experienced social workers should be acknowledged as important sources of knowledge. It will be argued that the learning objectives of each individual should comprehend more than one year of supervision. Time and resources are crucial in the demand for lifelong learning processes. Educators and practitioners should try to agree upon what kind of knowledge could be learned in universities and colleges and what kind of qualifications have to be acquired in practice.

OC.02-5.4**PARTICIPATIVE YOUTH RESEARCH: EXPERIENCES IN FROM THE NETHERLANDS**Van Heijst P.*Hogeschool Utrecht ~ Utrecht ~ Netherlands*

At our University we create space for research in collaboration with the professional practice and students and lecturers of our educational programs. Students play an intensive role in this process. A method we apply is participative youth research, where the central idea is youth, researchers and other professionals both from practice and universities collaborate in research (Jurrius 2012). Within their research they take decisions on the method of data collection. This can have a more qualitative or quantitative focus. All involved parties have different expectations about research:

- Teachers hope for and expect learning experiences for students
- Students expect knowledge about the situation and hope for learning experiences and improvements of professional practice, and finishing their studies
- Organizations and practitioners hope for knowledge what can improve their daily practice and facilitate the learning process of students, as future practitioners.
- Researchers would like to answer the question from the professional practice and facilitate the development of students.

We all experience in our daily practice it isn't that easy to combine practice, research and education (Jurrius 2012). The insights of Dewey (1938), where educational-, practical and knowledge goals aren't contradictory but complementary, did help me to understand the different perspectives at research in an educational context.

Jurrius (2012) translates Dewey's perspective in qualitative norms for research like:

- Research based on unequivocal and communicated expectations
- Involved lecturer should have the needed capabilities
- Young researchers appreciated for their qualities
- Relations ought to be improve through research
- Young researchers should improve by doing research
- Research should create methodological growth

In projects like "vitality of soccer clubs" and "financial health of students at vocational high schools" we have learned how these norms can be applied at what issues do come up. In my presentation I will share these insights with you and would like to invite you to share your own experiences.

OC.02-5.5**BETWEEN INDIVIDUALISM AND COLLECTIVISM: GUIDING ARAB SOCIAL WORK STUDENTS THROUGH PROFESSIONAL SOCIALIZATION**Jammal Abboud R.*Haifa University ~ Israel ~ Israel*

Between Individualism and Collectivism: Guiding Arab Social Work Students through Professional Socialization

Romain Jammal-Abboud, Ph.D. Candidate, School of Social Work, University of Haifa, Social Worker and Manager of an Arab parent-child center in Israel

The multicultural approach emphasizes adapting professional social work interventions to cultural and minority groups. Israeli society has an individualistic orientation, whereas Arab society has a collectivistic orientation. Professional socialization of social work students in Israeli universities accentuates individualism. In the training venues, many Arab students experience incongruence, cognitive confusion, and emotional distress regarding central issues, mainly family-related. The role of the training and guidance is to conceptualize intercultural interactions and their implications for professional interventions, and to help the students bridge the gap between theory and practice.

The presentation will describe a three-stage model for guiding social work students through their practical training for interventions with fathers in an Arab parent-child center in Israel. First stage: Sharpening the students awareness of thoughts and emotions in the therapeutic encounter and linking them to the gap between the course content and Arab-Israeli society characteristics. The process involves identifying the students position and its meaning on the collectivistic-individualistic continuum regarding topics relevant to therapeutic intervention (e.g., gender, extended family, and cultural perception).

Second stage: the students' professional evaluation of the client on the collectivistic-individualistic continuum, including assessment of the fathers perception of cultural issues important for therapy, such as parenthood, relationships between men and women, relationships in the family of origin, and cultural attitude.

Third stage: examining the dialectics between the student's and client's stances and emotions and their implications for a culturally-tailored choice of intervention.

I will bring a case study for each stage, to illustrate how the aforementioned processes can advance personal and professional development in the multicultural context of social work in Arab society in Israel.

OC.02-6 Session 2 - parallel session 6

OC.02-6.1**SOCIAL WORK LAW AND PRACTICE EDUCATION- INTERSECTIONS AND CHALLENGES**Boylan J.*Keele University ~ Keele ~ United Kingdom*

Based on empirical research with practice educators in England, this paper examines the role of practice educator in assessing social work students whilst they are undertaking practice placements on qualifying social work courses. This paper specifically examines the extent to which social work law, taught in a classroom setting is translated, evidenced and assessed in a practice context. It examines the intersection between social work law and social work practice, drawing explicitly on the experiences of practice educators working in a range of settings, including private, voluntary and statutory settings.

OC.02-6.2**SOCIAL WORK WITH FAMILIES: A BASIS DOCUMENT**Fernandez Barrera J., Alegre Beneria R.M., De Vicente Zueras I., Munte Pascual A.*Universitat de Barcelona - Barcelona - Spain*

Since its origins, Social Work has always been identified with the intervention with families considering them as an important factor for social changes. In present times is also a key aspect for social work intervention as working with families is considered completely related to social workers' identity.

The paper will submit a Basis Document for social work with families as one of the results of a research done about "Social Work intervention with families" by GRITS which has been possible due to the support given by "la Caixa" Foundation and the Social Workers Association in Catalonia. The main objective of this document is to offer a practice tool as a guide on how to intervene with families to both social workers and any professionals involved in the design of family programmes or the assessment of family social policies.

The document will be a way to transfer knowledge as a product of a research done with the participation and involvement of the research team together with Social

Work professionals and families. It is meant to be spread out as an important document both for Social Work Education and Practitioners.

OC.02-6.3**PARTICIPATION OF CHILDREN AND YOUTH IN BUILDING SUSTAINABLE TERRITORIES AND EQUALITY**

Picornell-Lucas A.^[1], Pastor Seller E.^[2], Ferreira J.^[4], Pereira Alberto M.D.F.^[3], Azevedo Lima J.^[3]

^[1]*Salamanca University ~ Salamanca ~ Spain*, ^[2]*Murcia University ~ Murcia ~ Spain*, ^[3]*Paraíba Federal University ~ Joao Pessoa ~ Brazil*, ^[4]*Lisbon Institute ~ Lisbon ~ Portugal*

The paper presents the theoretical-conceptual and methodological foundations that help boost sustainable and autonomous changes in the territorial complex universe in the XXI century from methodological and participatory processes related to social work with communities centered model of strategic local development, comprehensive and focused on community empowerment. Results oriented community practices characterize locally linked to social work aimed at promoting the welfare and equality of childhood and youth research communities are presented. Analysis of community practices can identify the ideal characteristics that must have experience of Community action in consideration of good practice in promoting local coexistence through citizen participation of children and youth.

OC.02-6.4**DEVELOPMENT OF A 'SOCIAL DISTRICT TEAM' IN THE CENTRE OF THE NETHERLANDS**

Berlinicke J., Van Slagmaat C.

Hogeschool Utrecht ~ Amersfoort ~ Netherlands

Researchers of the University of Utrecht, the institute of Social innovation, monitor and anticipate the transition of nationwide legislation (AWBZ-Exceptional Medical Expenses Act) to local legislation (WMO Social Support Act), which was introduced in January 2015.

In the previous year everywhere in the Netherlands so-called 'integrated district or neighbourhood teams' arose. In these teams professionals in social work and volunteers collaborate in supporting people who are unable to manage certain aspects of modern life.

This presentation describes a 'social district team' in Amersfoort, the Netherlands, and the many issues it has to deal with. We show how this team collaborates, how the collaboration is monitored by researchers and the role of the facilitator in the development of this 'social district team'. In a so-called 'development workshop' the various actors within this social 'social district team' reached a collaboration mode by co-creation, in which the responsibility is given to the citizens as much as possible. The presentation will show how this process went, which aspects were successful and which were not. We will provide the possibility to exchange views on difficulties that (still) remain. In addition, we will discuss how to translate the proceeds of the developments of this 'social district team' into the educational practice of a new bachelor program 'Social Work'.

OC.02-6.5**ANALYSIS OF PARTICIPATION POLICIES IN MUNICIPAL SOCIAL SERVICES IN SPAIN**

Pastor Seller E.

Universidad de Murcia ~ Universidad de Murcia ~ Spain

This article presents an analysis of the range opportunities for citizens' participation, in general, and of the social entities in particular – i.e. associative participation – in the design, implementation, follow-up and assessment of the public policies directing care services at a local level in Spain, as well as their possible influence on the agenda and management of local public policies for social welfare. The results of this research allow us to present a theoretical and regulatory framework of what is happening at a European and national level, as well as giving details about the autonomous regions of Spain. In the case of the autonomous communities, we must highlight the changes that new Social Services laws have brought about in terms of widening citizens' participation and opening up feedback for users of the system at a local level. In addition, this article discusses the role of different typologies and offer of mechanisms, bodies and process of participation in the design, management and assessment of social welfare policies at a local level. Finally, we determine the factors that help to increase the efficiency of social public policies, by means of an increase in citizens' participation in local governance.

OC.02-7 Session 2 - parallel session 7**OC.02-7.1****A 'PRACTICE FRAMEWORK' AND 'LEXICON OF 80 SKILLS AND INTERVENTIONS'**

Trevithick P.

Buckinghamshire New University ~ London ~ United Kingdom

This presentation explores the relationship between theory and practice and the difficulty linking 'knowing what' and 'knowing how'. It argues that social work's knowledge base is more extensive than most other professions because of the emphasis placed on understanding people in their social context where many variables and different features of human experience are evident. Given this vast knowledge base, it becomes important to be able to order and categorise the influence of different disciplines, theories and concepts adopted in social work in order to provide a coherent, comprehensive and flexible knowledge framework.

A second feature of this presentation looks at the extent to which social work skills/ interventions tend to be neglected in the area of social work training, in the workplace and in relation to social work research. This neglect can be seen in emphasis placed on theories rather than skills, both in teaching and research, and in the different terms used to describe social work skills/interventions, such as what constitutes a 'method', 'model' or 'approach' in social work. If there is no consensus on the terms we use, and if we cannot name what we do, ability to link practice and theory is hindered, and we also weaken our ability to develop theories based on our analysis of situations encountered in direct practice.

To address these concerns, two handouts will be presented: a 'Practice Framework' or 'conceptual map' designed to illustrate the extensive knowledge-base of social work practice, and a 'Lexicon of 80 Skills and Interventions'. The relevance of these handouts will be explored in relation to participants: (a) experience as educators (b) experience of the situations regularly encountered in social work practice (c) relevance in terms of the knowledge and skills that service users and carers bring to the encounter.

OC.02-7.2**SUPERDIVERSITY AND SOCIAL WORK PRACTICE. A CASE EXAMPLE.**

Koning M.^[1], Tirions M.^[1], Anthone R.^[2]

^[1]Artesis Plantijn Hogeschool - UAS ~ Antwerpen ~ Belgium, ^[2]Karel de Grote Hogeschool UAS ~ Antwerpen ~ Belgium

Purpose:

“Social Work in a context of superdiversity is the same, yet different. The untrodden path has become the norm.” For social workers working in minority-majority cities, dealing with superdiversity is part of their professional reality. Superdiversity as a concept is one. But what does this mean in daily practice? Is superdiversity recognized and valued as such? What are new working principles and strategies to cope with this diversity-in-diversity reality?

In our contribution we reflect on a case example that brings into focus basic principles and ethical issues related to social work in a context of superdiversity. We brought together a group of experts (practitioners, researchers and trainers) to explore the professional core elements of working in superdiversity. Dialogue was organized, based on a concrete case: the complex story of Mariana, a woman with an ethnic Roma background. The situation of Mariana covers many dimensions connected to superdiversity: transmigration, education, financial and material needs, domestic violence and personal future planning. The situation is interesting because of the moral and intervention dilemmas that emerge at the side of the social worker involved. How to deal with this case? The method we use is the Expert-Circle, a case study approach based on Socratic dialogue and the principle of ‘Many Ethics’. Different dimensions of ‘good work’ emerge. In our contribution we will present our findings and connect to the topic in an improvised dialogue with the audience.

Conclusion:

Working in a context of superdiversity, it’s like jumping into the deep end. The context is new and social workers suffer ‘cold feet’. Still, our dialogue experiment shows that there’s ‘métier’. Social work manifests itself in committed professionals who are motivated to make a difference for the vulnerable in a society in transition and who don’t hesitate to re-think their position and skills.

OC.02-7.3**SOCIAL WORK EDUCATION WORK AND PRACTICE IN POLAND**

Krzyszowski J.

UNIwersytet Łódzki ~ Łódź ~ Poland

SOCIAL WORK EDUCATION AND PRACTICE IN POLAND

Three types of structural difficulties in social work education and practice are: relation of stated functions of social work to real functioning of social welfare system, relation of social work curriculum value base to values of Polish society, relation of a class teaching to a practice training in social work education. The research studies point to the occurrence of significant objective and subjective difficulties in realization of the professional role of the social worker. Objective difficulties are constituted by poor material conditions, excessive workloads, surplus bureaucracy, a lack of specialists, limited opportunities for professional development and promotion, professional stress and low remuneration. Subjective difficulties include moral dilemmas in decision making, lack of professional satisfaction, a limited sense of efficiency and effectiveness of social work, psychic strain due to responsibility for the client’s fate, a sense of alienation, decline in psychic and physical condition, feeling undervalued and doubting the purpose of one’s work, high levels of stress and low morale. In the social care institutions, poor relationships were detected between the managerial staff and the social workers, with the latter complaining about the lack of autonomy in decision - making and influence on personnel decisions, the division of means and obligations suggests that there is a low level of democratization of the social services. Directors point to the problems of managing the social care institutions, due to inappropriate legal regulations, staff deficits, limited cooperation with the NGOs, financial deficits and poor working conditions. In spite of the foregoing conditions, many social workers declared commitment to the job based on their satisfaction derived from helping people in need and from a relatively high degree of professional independence. Social work education is at turning point: between occupational and professional model and between professionalization or de-professionalization of social work.

OC.02-7.4**EDUCATIVE AND NURSING PRAXIS INTERFACE : FIRST RESULTS AND PERSPECTIVES FROM A RESEARCH ACTION**Fondeville F.*ERASME - Toulouse - France*

Social and sanitary fields are now established to be on the edge of constant evolution due to change in context, public problematic, intervention methods, professional roles, Organizations....

These evolutions occur in a context of tensions between job organization and workers function, requiring strong, complex and constantly evolving organization management. Social work is particularly exposed to these tensions because it stands "at the intersection of Institutions and individuals" (Autès 1994).

Since several years, in the aim to participate to the renewal of Social work, some recommend or suggest creating links between research and training methods, and promoting active civic participation. How could these propositions be pertinent and effective?

Several Authors ((Desgagné, 1997; Callon, Lascoumes et Barthe, 2001) have showed the necessity to exit theoretical research. They recommend to elaborate knowledge's from praxis, from citizen's expertise and to think transformations starting from the point of view of the stakeholders. They promote participatory action research, outdoors research work, hybrid Forums in order to co construct expertise and understanding.

We followed these advices and worked on it. We will here present the dispositive, the first results and the elements of stakes and perspective of a research action. We worked in social Organizations on the combined praxis of nurses and educators, functioning in a same team.

OC.02-7.5**THE INTEGRATION OF NEW KNOWLEDGE IN SOCIAL WORK EDUCATION THROUGH A "SOCIAL SUPPORT LAB"**Duckers P.*Zuyd University - Maastricht - Netherlands*

In recent years, a start was made to transfer national government responsibilities in the social domain to local authorities in the Netherlands. As of 2015, local authorities will be responsible for providing social support to individuals with disabilities and those with chronic mental or psychosocial problems, for delivering child and youth care services, and for guiding potentially employable individuals into the job market. The overriding consideration behind these three decentralizations in the social domain is that citizens are personally responsible for their ability to lead an independent life and to participate in the community. Before turning to publicly financed assistance, they must first call upon their own resources and social networks.

In 2009 six regional Social Support labs where initiated and in 2013 eight labs where added. A lab is an open workspace where experts discuss an issue, in this case the Social Support Act. In these labs, new knowledge about social work methodology is being researched, developed and evaluated. The results are shared with municipalities, social work organizations and social work education. In this workshop I will present an example about how Zuyd University of Applied Sciences cooperates with the regional Social Support lab to make sure new knowledge is implemented in social work education. This will be done in Communities of Practice where researchers, teachers, students and professionals work together to implement newly developed knowledge in education. I will discuss the complexity of this task and how to address problems like decision making in education while the consequences in the field are not yet visible. Some answers will be given to how to develop education to ensure that social workers are ready for their task even though the task is not yet fully visible.

OC.02-8 Session 2 - parallel session 8

OC.02-8.1

REFLEXIVE PRACTICE AND COMPETENCY PROFILE IN THE SOCIAL WORK TRAININGCarignan L.*Université du Québec à Chicoutimi*

This communication would like to introduce the topic of : Pratiques réflexives et référentiels de compétences dans les formations sociales in Quebec, Canada, France, Belgium and Switzerland. We propose to discuss the effects of professional referential or competency profile in the social work education. Most of the social work training for practitioners is in training centers, universities or Hautes Écoles share two features. First, they are based on internships in professional environments, which strongly contribute to the professionalization of practitioners. Second, this training is based on skills referential or competency profile. These profiles may be national and regulated, by government or a professional order, specific to a university or a Haute École as a preparation for all trades.

Those two elements can carry a paradoxical injunction and, could question again alternate practices, practices of practicing trainers and those of teachers of training centers or universities. The aim of this communication is to share a collective work that analyzes how training practices in social work are impacted and how they position themselves regarding the transformations of professionalization in social work. It also asks how to use a generic skill referential or competency profile for all students and adapt an individual support to each student amongst a reflexive practice. In other words, is the competency profile could generate a real reflexive practice with the work frame they produce, is it really compatible?

OC.02-8.2

THOROUGHLY AND RELEVANT: HOW TO OPTIMISE PRACTICE-BASED SOCIAL WORK RESEARCHGanzevles M.*HU University of Applied Science Utrecht ~ Utrecht ~ Netherlands*

As of September 2013, the research group for Methodology of Applied Research has been actively advising all researchers at HU. The research group aims to help optimise research methods for applied research. This presentation will introduce the main elements of a PhD study which will be conducted by one of the research group members. After a general introduction of the research outlines, all participants will be invited to share ideas and engage in a plenary discussion regarding the context, purpose and methods of the intended study. The outline of the presentation:

- Traditionally the gap between theory and practice in social work is seen as a problem of bringing the results of academic research to the world of practice
- This assumes that academic researchers know what problems in the field of social work are and can develop explicit knowledge that is useful for practitioners
- However, we know that this linear model of innovation is often not the most effective one
- A useful alternative has been developed over the past years in the form of practice-based research
- A unique characteristic of this research is that the research goal of developing new knowledge is often combined with the goal of improving practice in local situations.
- This type of intervention- and evaluation driven practice-based research is a challenge to undertake as the researcher needs to constantly manage the dilemma between rigor and relevance. Choosing the most appropriate methodology preferably in collaboration with professionals to increase the viable validity of the outcomes.
- This PhD study examines various methodologies in which intervening in practice and developing new knowledge is combined and studies the ways researchers handle the rigor-relevance dilemmas.

OC.02-8.3**CONNECTING THEORY AND PRACTICE OF WORKING WITH YOUNGSTERS THROUGH REFLECTION ON AND IN ACTION**

Ferny L.^[2], Pennings H.^[1], Pozos Perez K.V.^[3], Tirions M.^[2]

^[1]Amsterdam University of Applied Sciences ~ Amsterdam ~ Netherlands, ^[2]Artesis Plantijn University College ~ Antwerp ~ Belgium, ^[3]Universitat Autònoma de Barcelona ~ Barcelona ~ Spain

Purpose: Reflection, theory and practice combined connects the professional and academic world with one another. Without research, there will be no innovation of practice; and without practice, where would researchers spend their time on? In order to really connect, a research setting should actively involve all stakeholders (professionals, researchers AND participants).

Reflection on and in action.

Description : In the Empowering the Future (E-TFU) project, four participatory research settings (PowerLabs) were set up, related to the question: how can we empower youngsters through media and the arts? These PowerLabs were built on/in local practices, actively involving participants, professionals, students and researchers in the research process. Four tools for reflection on/in action were developed: Pärflexion, Reflection rounds, Critical action research and Need articulation.

Starting from practice, four reflective tools were created to help stakeholders conduct action research on their own practice. A bottom-up Action Research Guide was created. This guide does not start with an theoretical or methodological framework, as most research related literature tends to do; the guide actually starts with the practice (AR Tools). From there on, practical measures are provided on how to use these tools in ones own setting (AR Toolkit). Only after sharing some experiences of the stakeholders that were involved in the different PowerLabs, a theoretical framework is created to provide more background on the how and why of action research. The AR Guide is a good example of grounded theory.

Conclusion : In the E-TFU project, a way of conducting research was developed that actively involves all stakeholders (professionals, participants, researchers). The development of this way of reflection started out from practice, creating a grounded theory. We will present the rationale and key issues of the AR Guide. Next to this, one of the reflection tools will be elaborated with the audience.

OC.02-8.4**EDUCATION FOR REFLECTING SOCIAL WORKER IN COMMUNITY BASED TEACHING IN ANGERED**

Nelson A.

Dep of social work ~ Gothenburg ~ Sweden

Our outreached community based social work education is located in a multiethnic suburb of Gothenburg including lots of challenges in cooperative learning.

The main pedagogical idea is that the students learning process are substantially created in the crossroad between theory and practice and thereby makes the students active participators in their own education.

The theoretical training integrates their knowledge in various forms of projects during courses. The students are trained to cooperate and take responsibility for their study culture achievement to be able to contribute in participating method in both theory and practical projects. The project gives students an active role in the surrounding community by working in schools, youth centres and in social service as a parallel activity to reflect the theories by action. Their capability in problem solving is challenged in all manners by the reality in the multiethnic community. Their field experiences are always reflected in their groups and make the main implement in understanding theories and doing self-reflection which are increasing collective capability .To encourage competence by constructive criticism in the group and with supervision from teachers as reflection -on-action are the foundation to create professional development. Through giving students confidence in their world of experience both theoretical and practical make a sense of coherence and create a stability in their professional identity in a unstable world.

In my presentation I will give examples from the my comprehensive developing of methods in teaching social theory in a community based context during 12 year and evaluated by students and professionals in cooperation.

OC.02-8.5**PARALLELS BETWEEN PRACTICE BASED RESEARCH AND PROFESSIONAL EDUCATION**

De Jonge E.

UAS ~ Utrecht ~ Netherlands

Purpose

Illustrating the relevance of practice based ethics research for the educational content and the learning processes concerning professional education.

Description

In a two year research project of Utrecht UAS the ethical challenges of social work at home were investigated. Initially the research in a small group of professionals was combined with a professionalization program. Later on the participating professionals were explicitly selected and positioned as reflective and inquisitive practitioners who actively investigate their own practices, for instance in the collective development of a theory-of-practice concerning the ethical sensitivity of social workers.

Conclusion

[1] Professionals seem to learn more from actively engaging in research concerning their own practice than from participating in an educational program.

[2] Practice based research in cooperation with professionals can reveal tacit dimensions of social work like ethical sensitivity.

Both conclusions are highly relevant for the education of social workers.

OC.02-9 Session 2 - parallel session 9**OC.02-9.1****ENDURING RELATIONSHIPS? SIBLINGS OF ADULTS WITH INTELLECTUAL DISABILITIES AND THEIR INVOLVEMENT WITH CARE SERVICES**

Gant V.

Liverpool Hope University ~ Liverpool ~ United Kingdom

The longevity of the sibling relationship can be the most enduring of all human relationships. Siblings generally outlive parents, and precede spouses or partners. For adults with intellectual disabilities (ID), siblings are generally seen as next of kin when parents are no longer alive. People with ID have been identified as having limited social support structures which places additional emphasis on their relationships with their siblings. This study aimed to explore the relationship between adult siblings of adults with ID from the perspective of the non disabled sibling and describe and situate the involvement of social work practitioners. Semi structured interviews enabled the perspectives of a small group of siblings to be explored. Siblings reported 'missed' experiences as children in comparison to their peers and a degree of exclusion by association. Inequalities in service provision characterised many experiences of growing up in a family in which one person has a disability. Findings illustrate the range of situations siblings are involved in and suggest that they value information and advice from social workers as they often feel excluded from discussions pertinent to the future wellbeing of their sibling. The results suggest there are additional pressures on siblings which go largely unnoticed by professionals. Ongoing concerns were highlighted by participants regarding their older parents and plans for the future living and care of their sibling. The research provides a snapshot of sibling relationships and suggest that social work practitioners need to recognise and support the sibling relationship and that more sibling-focused research needs to take place, including that which considers in greater depth the impact of any professional involvement. In addition, further work is needed to document the sibling relationship from the perspective of people with ID.

OC.02-9.2**UNDERSTANDING CULTURE AND CONFLICT WITHIN AN IN-PATIENT PSYCHIATRIC HOSPITAL DURING A STUDY-ABROAD FIELD EDUCATION PROGRAM**

Grotelueschen J.^[1], Moldovan V.^[2]

^[1]Free International University of Moldova ~ Chisinau ~ Moldova, Republic of, ^[2]City University of New York - York College ~ New York ~ United States

Social work students learn to become professional social workers through direct practice in the field. Students integrate their personalities and academic knowledge with practical experience drawn from field sites that offer a range of ethical dilemmas and value conflicts. A successful student grows professionally and personally by negotiating these conflicts deliberately and constructively. These tensions are often compounded by the nature of field placement agency. The stark environment of an in-patient psychiatric hospital and the challenging nature of this in-patient population is the ultimate study of conflict and tension for a social work student. At the same time, study-abroad programs present challenges for students to adapt to the unfamiliar cultural norms of a host country. Such were the attributes of a study-abroad program conducted in the Republic of Moldova by a team of professors and students from several American universities in the summers of 2012 and 2013. Each summer one cohort of American and Moldovan social work students took classes at a university in Moldova in combination with internships at the State Psychiatric Hospital “Codru”, the largest in-patient psychiatric hospital in Moldova. Students were tasked to interact socially with patients and hospital staff while simultaneously recording observations about those patients and staff; about the hospital environment and operations; and about themselves. Students used a cultural lens when making these observations, utilizing a combination of ethnographic and social work frameworks taught in the classroom to understand the values and behaviors of psychiatric patients and staff within hospital walls. This paper examines classroom assignments and daily logs from these students to unearth the various conflicts inherent in this challenging field education experience in a study-abroad context. The paper also proposes that a cultural and ethnographic paradigm can serve as a unique tool within social work field education.

OC.02-9.3**“ETERNAL CHILDREN”?: NEGOTIATING TRANSITION TO ADULTHOOD OF YOUNG PEOPLE WITH INTELLECTUAL DISABILITIES**

Krstulovic G.

University of Ljubljana, Faculty of social work ~ Ljubljana ~ Slovenia

The study focuses on the discrepancies between social work education on disability that embraces the social model of disability and social work practise in Slovenia. The study focuses on young people with intellectual disabilities that are about to leave the education system and enter the social welfare system and sheltered workspaces, as well as people working in sheltered workspaces. No relevant research has been done in Slovenia that would evaluate life trajectories of people with intellectual disabilities from a critical perspective, focusing on the time between end of school and start of work. Available statistical data shows that 3118 of school-age children attend segregated school system, which makes for 2% of the school-age population in Slovenia. Several hundred young people finish education each year – entering the welfare system. The study evaluates narratives of young people with intellectual disabilities about their experiences of transition into adulthood and carefully discerns thought models that shape their every-day experiences.

In addition I introduce historical perspective on the development of ideas about childhood, body and disability, contextualise each of the discourses in different historical thought models of disability and offer a critical perspective taking into account relations of power by different stake holders. Historical discourses serve as a guideline for discursive analysis of ethnography, which focuses on the long-term oppression and infantilization of people with intellectual disabilities despite the fact that the social model of disability was introduced in the social work curriculum in Slovenia two decades ago and the Declaration of Rights of People with Disabilities was signed in 2008. Ethnographic research conducted in this study includes focus groups with young people with intellectual disabilities. In order to expand vocabulary of youth with intellectual disabilities, study introduces elements of visual methodology that provide visual data about everyday life of people with intellectual disabilities.

OC.02-9.4**STREETWORKING AS AN INNOVATIVE MODEL OF REHABILITATION OF PEOPLE AT RISK OF SOCIAL EXCLUSION REALIZED AT THE CATHOLIC UNIVERSITY OF LUBLIN**Zielinska-Krol K.*John Paul II Catholic University of Lublin ~ Lublin ~ Poland*

Streetworking is an innovative model of vocational rehabilitation of people at risk of social exclusion. This project is implemented within the framework of studies at the Catholic University of Lublin. The principles of social life define the foundations of activities which became the basis of a research project related to the rehabilitation of people at risk of social and vocational exclusion. At the same time these principles have become the basis of an innovative project of educating detainees within the framework of the Social Work studies. The project is implemented by the Catholic University of Lublin and the Detention Centre in Lublin. The prisoners - students - specialize in Streetworking. As streetworkers they work in the environment of the person who is in need of support and who needs full acceptance. The most important idea of streetworking is to create a link between the excluded person and the society. As a result, the marginalized individual has a better chance of returning to the society. This idea perfectly captures the assumptions of the project, which aims at giving support to persons deprived of their freedom in vocational rehabilitation, by giving them the opportunity of gaining education at the university level. At the same time, this offer seems to perfectly match the helping potential of the detainees. By knowing the environment of excluded people from experience, they have a greater capacity of effectively reaching out to them with appropriate solutions. The authors of the project assume that making use of one's own rehabilitation experience during performing their duties as a streetworker should make them more reliable and trustworthy and should make their methods of social inclusion - honest and more effective. In addition, an important argument in favour of this type of education is the belief, supported by research, claiming that the education in the penitentiary context has remarkable effect on social reintegration.

The project is innovative not only in Poland but also in Europe.

OC.02-9.5**A SWEDISH EXPERIENCE OF A SOCIAL ENTERPRISE WORKING IN THE FIELD OF REHABILITATION OF HEAVY DRUG USERS**Carlberg A.*Rainbow - Sweden ~ Stockholm ~ Sweden*

Twenty years ago the social cooperative Basta was created in Sweden. The idea originally came from Italy. The idea was that people with drug problems could help them self and get rid of their drug dependence if they organized themselves in a social enterprise. In the very beginning Basta got in touch with the University of Lund. As a result of the meeting between the social enterprise and the School of Social Work in Lund, a special course, mixing students from the university with former drug users, was created. The course is still running every term, and today students from a broad spectrum of user-run organizations attend. After full field studies they receive 7, 5 university points. Today, Basta is also a partner in the European network, PowerUs, which means they have contacts with different European experiences in the field of education and user-run organizations.

After twenty years we can now recognize which are the key points in a rehabilitation process built on empowerment within a social enterprise acting in both public and commercial markets.

Today 175 people work and are engaged in the Basta work cooperative in different parts of Sweden. How rehabilitation and commercial activities interact is the main question to be focused upon. Ninety five percent of those who work at Basta have a background in drug and/or alcohol misuse.

Alec Carlberg

Founder of the social enterprise Basta and honorary doctor at the University of Lund, Sweden

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**SOCIAL WORK RESEARCH ON
PRACTICE AND EDUCATION**

OC.03-1 Session 3 - parallel session 1

OC.03-1.1**GROUP EXPERIENCE IN THE CLASSROOM OF SOCIAL WORK STUDENTS AND THE ABILITY TO ESTABLISH AND CONDUCT GROUPS OF A POPULATION IN NEED**

Amram Y.^[1], Shenhav- Goldberg R.^[2]

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Social work with groups involves inviting people with a common need to participate in sessions designed to improve their abilities and skills. Hence, the Ashkelon College School of Social Work creates 'study groups' to train its students in the art of setting up and facilitating a group.

Two key variables found in the literature to be useful in achieving this are: therapeutic factors (TFs, a group variable) and self-efficacy (SE, a personality variable). Our research hypothesis is that these variables will correlate positively with success in establishing a group and leading it to attain its objectives.

Pen and paper questionnaires, were distributed to 132 final year social work students. After an exploratory factor analysis removed certain items, we were left with three variables with high reliability levels (alpha >0.85): a) TFs: Closeness, acceptance, insight, support, consultation; b) SE: organization, expectation, and fear of failure; c) 'Level of success' regarding the creation and leading of the group.

'Success' was defined as a score above 3.2 grade on a Likert scale (83% of respondents) and 'lack of success' – a score below 3.2 (17%). Eight sub-variables were processed with 'Binary logistic regression' backward steps. From this we obtained an equation predicting 99.1% of students who will succeed in establishing and leading a group. Five sub-variables remained in the predictive equation: high level of acceptance, organization and expectation, predict a positive correlation with the experience of success. But, reports of low level of coping with fear of failure, and lack of mutual consultation, were also found as predictors of success – the opposite direction to the three sub-predictors and contrary to the theoretical assumption.

OC.03-1.2**A STUDY OF THE ATTITUDES, SELF-EFFICACY, EFFORT AND ACADEMIC ACHIEVEMENT OF SOCIAL WORK STUDENTS TOWARDS RESEARCH METHODS AND STATISTICS**

Iovu M.B.

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The present research aims to study the relationship between undergraduate social work students' attitude towards research methods and statistics, self-efficacy, effort and academic achievement. Self-administered questionnaire was chosen as the primary data collection method and a sample of 109 students from Social Work Department in one Romanian top university were invited to complete the survey. After analyzing the data collected, Pearson's correlation coefficient reflected that there was a positive correlation between all the four variables – attitude towards research methods and statistics, self-efficacy, effort and academic achievement. Also, a multiple regression analysis was conducted to estimate the prediction power of attitude and self-efficacy on effort. The results showed that both attitude and self-efficacy could significantly predict effort. However, when another multiple regression analysis was conducted to estimate the prediction power of attitude, self-efficacy and effort on academic achievement, it was found that attitude failed to predict academic achievement. To conclude, in the present study, attitude could only be regarded as an indirect factor, but not a necessary factor in bridging the relationship between attitude, self-efficacy and academic achievement.

OC.03-1.3**IDENTIFYING BARRIERS IN HIGHER EDUCATION FOR STUDENTS WITH DISABILITIES**

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University of Gothenburg ~ Gothenburg ~ Sweden

Background

According to UN convention people with disabilities should have the same opportunities to participate in higher education as other citizens. However, studies report and practice show that this is not always a reality for students with disability. The purpose of this study is therefore to identify barriers to higher education for persons with disability.

Method

This study is part of a European project (EADHE). In order to evaluate students' perspectives of their situation at the University of Gothenburg, a web-based survey was used. The students were asked if they perceived they had a disability and if so whether or not they felt that their requests were being met by the University support services.

Results

Students with disability identified barriers within a number of distinct arenas. Among these were access to information, both before entering higher education as well as whilst in higher education, pedagogical, physical, technical and social support, and changes in attitudes and assumptions about disabilities.

We conclude that there is a need for attention to be paid to equality of opportunity and inclusive actions to assure that the needs and experiences of these students are taken into account in pedagogical perspectives and challenges in higher education.

OC.03-1.4**LEARNING FROM SERVICE USERS: A RESEARCH ABOUT CHANGE ATTITUDES IN SOCIAL WORK STUDENTS**

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Catholic University Milan ~ Milan ~ Italy

The contribute presents the results of a project research conducted with social work students at the first year of bachelor's degree in the Catholic University of Milan. The purpose of the research was measure a change of attitudes in social work students, in particular about the theme of prejudice against service users or life problematics. In a relational social work approach (Folgheraiter, 2011), drawn on relational sociology (Donati, 2000), we consider terms like "workers" are misleading categories in social work because in a true "helping relationship" each human being simultaneously gives and receives help. In this idea of education each year we organized a full day experience in which young students (social workers to be) spend a day with service users (called Experts by experience). Our research hypothesis: for the students the real contact with Experts by experience generates benefits and educational effects, in particular reducing the prejudice level against service users who are living life problematics (f.e. drug addiction, mental illness). Following this idea the aim of the study was to collect the impacts of this educational experience and to prove a change in the students attitudes after the experience. Results was collected and analyzed in 2 academic years. In the first year of measurement the A.I.M.Q. survey (Luty, Fedaku, Umoh & Gallagher, 2006) composed by vignettes was administered to a sample of students pre and post the real contact with service users. Results show a change of attitude thanks to the experience: the data underline a decrease of prejudice in the students after the real encounter with Experts by experience (up to a change point of 2.71 in a 5 point Likert scale). The second year the research was replicated, adding a comparison group that allowed further analysis. The results offer important suggestions for social work education.

OC.03-1.5**THE ROLE OF AUTONOMY AND ACTIVE LEARNING IN THE DEVELOPMENT OF PROFESSIONAL JUDGEMENT SKILLS FOR SOCIAL WORK STUDENTS**Rawles J.*London South Bank University ~ London ~ United Kingdom*

This paper will discuss ongoing Doctoral research into how social work students develop skills in professional judgement. Two qualitative research studies were carried out with UK graduate social work students who were at the point of qualification.

The ability to confidently formulate, use and communicate professional judgement is pivotal to expertise development in social work, yet our understanding of how this development takes place and what pedagogical approaches enable it to take place is limited and under researched.

The research employed a critical event narrative method focusing on learning in placement. The intention was to engage in student-centred research in which knowledge was gained from the participants' interpretation of their learning. It was framed within an appreciative inquiry approach in order to uncover what currently works with the intended aim of using this to inform future pedagogical approaches including those used by practice educators (field supervisors).

A key theme to emerge was the importance of being afforded autonomy in practice situations and autonomy in formulating professional opinions. Two elements appeared significant to the facilitation of learning from this autonomy, one was the extent to which this was enabled, facilitated and valued by those in key roles of support for the student; the second was an active approach to learning taken by the student. The participants described not only their active engagement in the process and understanding of social work practice but also a cognisance of their own learning, development and evolution into being the social work professional they wished to be. The presence of these two elements appeared to contribute significantly to an upward spiral of professional confidence that enabled the students to transform their existing and developing knowledge and values into active professional judgement.

Should we, therefore, explicitly incorporate more autonomy and active learning within social work education?

OC.03-2 Session 3 - parallel session 2**OC.03-2.1****EXPLORING [HUMAN] SUBJECTIVITY USING Q-METHODOLOGY: EXPLORING HIDDEN MEANINGS IN SOCIAL WORK AND OTHER PRACTICES**Hothersall S.*Edge Hill University ~ Ormskirk*

Q-methodology provides researchers with a systematic and rigorous quantitative means for studying human subjectivity (self-reference), utilising powerful statistical applications of correlational and factor analytical techniques. When used in conjunction with qualitative methods it provides a powerful means of exploring self-referent perspectives on almost any topic.

The use of Q-factor analytical techniques to research social work and other welfare-related practices is relatively rare. Factor analysis has a focus on the identification of latent variables within the context of correlational studies. Q-factor analysis, as an inversion of traditional R-factor analysis, treats individuals as variables rather than specific, isolated traits and thus functionally identifies itself as a holistic methodology. In this way, researchers can identify latent variables that may serve to explain a range of phenomenon and enhance theory building hitherto inaccessible to more traditional research approaches.

The use of Q-methodology within the context of a mixed-methods paradigm enables researchers to focus on superordinate ideas and concepts gleaned from a consideration of perspectives from all sides, thus transcending the paradigms debate. Located within the philosophical and theoretical domains of American Pragmatism, Aristotelian philosophy and Quantum theory, Q- methodology encourages the use of abduction and more phronetically-oriented approaches to social science research.

The presentation will illustrate this approach by reference to a study of knowledge creation, theory-building and knowledge use by operational social workers working within a range of settings. Q-sort techniques, Q-factor analysis and semi-structured interviews to facilitate data triangulation will be shown to provide researchers with functional tools with which to reveal previously hidden subjectivities in the context of social work and other human-service practices. The range of applications is almost limitless and this approach has the potential to be of immense value to the research community.

OC.03-2.2**THE RESEARCH-CAPACITY GROUP: REBOOTING THE VIEW ON RESEARCH INSIDE A SOCIAL WORK FACULTY**

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Zuyd University of Applied Sciences/ Faculty of Social Studies and Education/ CESRT Research Centre ~ Maastricht ~ Netherlands

This year, Zuyd's Faculty of Social Work decided to put a new idea into practice: a research capacity group (RECAP). The ambition is to readdress the integration of research into its practice-oriented social work bachelor programme. This loosely structured, small group of research-minded faculty members is on its way to reducing ambiguities and tensions concerning the research component in the education of social work bachelor students. Research is becoming more real and tangible inside the faculty because of the dialogue and actions emerging from RECAP. RECAP is actually a work in progress. Its members have an affinity with social research but their work varies from teaching and doing research, organizing and implementing research in the faculty an even promoting research beyond the faculty. This bundling of interests, roles and expertise is filling a gap in the faculty and provides the required impetus to promote the nature and purpose of research in the preparation of the best possible social work professionals for the labour market. RECAP's innovative character lies in the humanization of research in the Faculty. There are people willing to give a face and a voice to research – something too often construed as abstract or detached from social work education. In this effort, RECAP not only bridges a divide between faculty members, it has triggered a much needed discussion on substantive matters concerning the underlying research know-how in the Faculty, the knowledge gaps and an appreciation for how the in-house (research) expertise can be exploited to advance its social work education programme. This presentation is, in fact, an invitation for participants to contribute to a targeted and critical reflection on a work in progress: a research capacity group.

OC.03-2.3**REPORTS FOR A BACHELORS DEGREE IN SOCIAL WORK- A SURVEY OF FIELDS, THEORIES AND METHODS**

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To obtain a bachelor's degree in Social work, qualifying for working as a social worker in Sweden, the students write a report in the Social Work program. The course comprises of 10 weeks and the size of the report is approx. 200 000 words.

The present study aims at mapping out what topics the students choose to write about and what theories and methods they apply. The aim is further to analyse the results in relation to the content of the courses preceding the report as well as in relation to the overall aims of the program.

The material consists of 70 reports from University of Gothenburg and 102 from Stockholm University. The quantified data was analysed and discussed using concepts like theories, methods, population etc.

Preliminary results points at that students almost exclusively choose qualitative interviews with the aim of capturing the lived experiences of individual respondents, social workers or their clients, in positions vulnerable to factors external to themselves. Tradition seems to be of consequence here but also their future work as listening and understanding social workers.

The perspective is seldom critical but more often phenomenological, the perspective of their interviewees. The theoretical perspectives are individualistic and micro sociological. Even the perspective on power is mostly focussing on an individual level.

This result leads to a discussion about the individual element in the education of social workers and in the work itself. On the other hand Swedish Social Work research is mainly focussing a structural level – a fact that indicates a troublesome division between research on one side and praxis/education on the other. Moreover the students take an underdog position, siding with their clients, which might be good in work but not while producing knowledge.

OC.03-2.4**PARTICIPATION OF FAMILIES IN SOCIAL WORK RESEARCH**

Fernandez Barrera J., Boixadós Porquet A., Quiroga Raimundez V., Chagas Lemos E.

Universitat de Barcelona - Barcelona - Spain

The paper will submit the results of a research done about “Social Work intervention with families” which has been possible due to the support given by “la Caixa” Foundation and the Social Work Association in Catalonia. It started in April 2014 and will be finished in May 2015. It arises from a descriptive approach and applied research, with a mixed methodology and techniques using information collected from online questionnaire, and focus groups with social work professionals and focus groups and in-depth interviews with families from Catalonia.

The research was initially designed only with the direct participation of social work professionals and after a process of reflection which was discussed in the context of several international social work conferences, the research team considered that it was very important to include the families in the research as a way to get a real feed-back of the impact of Social Work intervention with families from the user’s point of view and at the same time to consider them as real “experts” in the subject being studied. It has been also a way to follow the research process on the basis of the Grounded Theory where the research is being constructed together with researchers and participants (Glaser & Strauss, 1997)

Families were involved in the research through the collaboration of Social Work professionals who had participated in the research by answering the questionnaire and also by their intervention in the focus groups with professionals. They were the ones who contacted the families and their own institutions to make possible their involvement in the research.

These approach has had as a result a meaningful dialogue among the academics, the professionals and the citizens and it has demonstrated that the participation in the research of all the actors empower them (Peled & Leichtenritt, 2002).

OC.03-2.5**ETHICAL DILEMMAS IN SOCIAL WORK RESEARCH - SENSITIVITY TO RESEARCH ETHICS AND AWARENESS OF POTENTIAL ERRORS IN REASONING AND INQUIRY**

Bornarova S.

Associate professor - Skopje - Macedonia, Former Yugoslav Republic of Macedonia

Social work research is not complete until it includes sensitivity to research ethics. Scientific concern with validity requires of scientists to be honest and reveal their methods. Researchers also have to consider the uses to which their findings will be put. Other research may be conducted with vulnerable populations who may not be able to consent to research, or with historically oppressed populations who have reasons to distrust research efforts despite the assurances of researchers. These are some of the overall ethical challenges of social work research that will be discussed in this article. In addition, it will go further into analysis of specific challenges researchers face during reasoning and personal human inquiry, such as: overgeneralisation, selective observation, resistance to change, ex post facto hypothesizing and alike. The purpose of the article is to highlight some of the most frequent ethical challenges and obstacles that are often neglected and thus affect objectivity and reliability of social work research.

OC.03-2.6**SOCIAL WORK AND ETHNOGRAPHY: RESEARCHING THE SELF-REFLECTIVITY IN SOCIAL WORK**

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In tune with the current debate that over the years has been present in fields such as Anthropology or Sociology, it is in Social Work that the traditional scientific methodology is beginning to be questioned, within the positivist paradigm supported by the “objectivity” of the researcher who, following the collection of quantifiable results, would then intervene in social reality. This is resulting in the incorporation of other methodologies which involve an analysis of reality from different paradigms. Within these, according to the authors, the ethnographic approach plays a relevant role in this scenario, as it takes into account the phenomenological relevance of context, function and meaning (Gómez, Rodríguez y Alarcón 2005:356), allowing us to understand the subjects’ perspective, who become our interlocutors through observation of their daily life.

It is also becoming particularly relevant in proposals for Social Work end-of-year dissertations. From the experience of the authors as supervisors of dissertations carried out during the academic year of 2013-2014 at the University of Granada, they will both reflect upon the usefulness of the ethnographic method when it comes to research in Social Work, as this discipline -due to its methodological processes- is directly linked not only to society and its problems but also to people and their daily lives (Gómez, Rodríguez y Alarcón, 2005: 361). Thus, it emerges to appropriately intervene in the different realities and different collectives, the need to know about their values, ways to understand the world, feelings and culture.

To sum up, from this talk we want to highlight the importance of using ethnographic qualitative tools to interpret and understand phenomena felt and lived by people in their environment, taking the “classic” debates in Social Sciences faced by supervised students as the starting point.

OC.03-3 Session 3 - parallel session 3**OC.03-3.1****EVALUATION OF INTENSIVE INTERVENTION FOR FAMILIES WITH CHILDREN AND ADOLESCENTS AT RISK**

[Torrallba Roselló J.M.](#), De Vicente Zueras I., Alegre Beneria R.M., Palacín Bartrolí C.

UNIVERSITAT DE BARCELONA, FACULTY OF EDUCATION, DEPARTMENT OF SOCIAL WORK AND SOCIAL SERVICES ~ BARCELONA ~ Spain

THE PURPOSE AND THEORETICAL CONTEXT OF THE PRESENTATION

This paper discloses the results of the study conducted by researchers of the Group for Research and Innovation in Social Work (GRITS), University of Barcelona, to assess the impact of the intervention with families children and adolescents at risk in the municipality of Hospitalet de Llobregat (Barcelona) served by UBAI (Basic Intensive Care Unit) in 2013. It is supported by Grouping of Science Research Education (ARCE).

UBAI is part of Basic Social Services (BSS). This unit was created by the need to care for children and adolescents at risk of institutionalization, through intensive intervention with family, for a period not exceeding twelve months, in order to reduce that risk.

METHODS USED

We used qualitative methodology, conducting two focus groups. The first with nine professionals UBAI consists of three social workers, three psychologists and three social educators; and the second with a total of eleven participants, nine professionals of Basic Social Services (BSS) and two Social Services professionals Specialized in Childhood (EAIA). Were also interviewed eight families and adolescents served by UBAI. They have also studied fourteen cases with planned shutdown through the records.

CONCLUSION

Intensive treatment with families of children and adolescents at risk by the UBAI can reduce risk, support the training of parental roles, and encourage skills training and comprehensive development of children and adolescents through the development of educational and psychosocial objectives and evaluation.

OC.03-3.2**WHEN SHARED PARENTING BECOMES A SOCIAL PROBLEM**

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In Denmark, more and more parents share parenting without being in a relationship. For some the task to agree upon raising a child provides massive conflicts, which the parents are unable to resolve and this affects the child not to thrive.

In this project we are examining how children's' failure to thrive due to conflicts in shared parenting differ from more classical social problems such as failure to thrive due to parents' alcohol abuse, violence or dysfunctional family patterns. When a child fails to thrive, the municipal social workers have the legal authority to initiate different actions in order to ensure the child's wellbeing. However, social workers are reporting that they find cases with conflicts in shared parenting more challenging than classical cases. One reason being that the social workers feel unable to take action as both parents are actually equally well qualified as caretakers - if only without the conflicts. Furthermore, these new cases are challenging to get hold of, since shared parenting usually is not defined as a social problem. This also means that the social workers lack actions to initiate in order to solve the parents' conflicts and thereby no means to bring the child to thrive.

For the social workers all of this also leads to question whether they are the ones that should be working with these families.

We are therefore studying how and why these cases challenge social workers and hope to identify and describe in detail a new complex in social work. Based on this study, we plan to be able to teach how different manifestation of social problems can demand different actions, so that future social workers will be up for the task when shared parenting presents as a social problem.

Lack

OC.03-3.3**CHILDREN'S PARTICIPATION IN SOCIAL WORK RESEARCH - OPENINGS, OPPORTUNITIES, OBLIGATIONS AND CONSIDERATIONS**

Petersen M., Johansen J.S.

ISA, Metropolitan University College ~ Copenhagen ~ Denmark

CHILDREN'S PARTICIPATION IN SOCIAL WORK RESEARCH - OPENINGS, OPPORTUNITIES, OBLIGATIONS AND CONSIDERATIONS

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Since the UN Convention of the Rights of the Child (1989), the consideration on children as citizens regarding equality and participation has been a growing challenge to our societies and in practical social work research.

The concept of childhood has been linked to the protection of children. But the children seem to be objects of rights more than subjects of these rights. The paper will present, discuss and elaborate the findings concerning children and students involvement in social work research regarding practice and education on different levels based on the results of the three years research project on using Signs of Safety / Safety Plans in Child Welfare in a municipality in Denmark. The qualitative research aim was to investigate the children's participation in decision making. The empirical basis is including several groups of children, 3 to 15 years of age, and different research methods, such as dialogue meeting with children and case-material developed together with the children and students. Many students from social work education in Copenhagen, children and social workers from child welfare have been involved in the process of collecting data.

The paper will explore openings, opportunities, obligations and considerations regarding

- How the children are involved in decision making regarding their own safety and well-being
- How the children look upon their own role in decision making
- The children as co-researchers in social work research in practice
- What the professional social workers can learn from the process as reflective practitioners
- The impact and perspectives on practice and education when students are involved in social work research
- Challenges and perspectives in transforming the findings into education material for students in social work research practice and education

OC.03-3.4**THE INTERVENTION WITH FAMILIES FROM SOCIAL WORK: RESULTS OF THE QUESTIONNAIRE FOR SOCIAL WORKERS**

Torralba Roselló J.M., Novellas Aguirre De Cárcer A., Lorenzo Aparicio A.

UNIVERSITAT DE BARCELONA, FACULTY OF EDUCATION, DEPARTMENT OF SOCIAL WORK AND SOCIAL SERVICES ~ BARCELONA ~ Spain

THE PURPOSE AND THEORETICAL CONTEXT OF THE PRESENTATION:

This paper gives the results of the questionnaire to social workers, within the research "Intervention with families from the Social Work" by researchers of the Research and Innovation in Social Work (GRITS), University of Barcelona. The main objective of this research is to generate knowledge on social work with families, enabling quantify a large number of data on the professional group as a whole to analyze certain variables preset according to study design.

It has signed a collaboration agreement with the Professional Association of Social Work in Catalunya and has received financial support from the La Caixa Foundation. For the preparation, monitoring and statistical analysis of the questionnaire, we received advice from the company Institut Opinòmetre.

METHODS USED

You have applied the technique of survey questionnaire format "on-line" aimed at all registered social workers of Catalunya. 631 answers have been obtained by the questionnaire finished of the total of 4.200 social workers collegiate in Catalonia (15 %). The data collection period was from June 16 to October 30, 2014. The instrument, with a total of 38 questions, is divided into the following sections: "Basic identification data", "Conceptual framework", "Intervention "and" Context".

CONCLUSION

As most relevant conclusions should be noted that the most influential model in the Social Work with families is the systemic one. Most respondents say they have received specific training to work with families and resources aimed at families are insufficient. The diversity in the composition of families has meant an extra effort in the intervention with these.

OC.03-3.5**DEVELOPING SOCIAL PARTNERSHIP IN WORKING WITH CHILDREN AT RISK**

Stuopyte E.

Kaunas University of Technology ~ Kaunas ~ Lithuania

Children are treated as belonging to a social risk group for certain reasons determined by social, economic, demographic, psychological, pedagogical and other factors. The changing environment calls for a new search for socio-educational work with this group of clients.

In providing social educational assistance, education plays an important role, as it not only promotes individual development but also impacts the adaptation of children in different social groups: their ability to adapt to the norms of the society and standards of performance, to acquire skills of positive socialization and to be acquainted with these processes, phenomena and involvement into them.

In providing assistance on the municipal level, the coherence of different institutions working with children at risk is important. Developing social partnerships is one of the ways towards it. Casey (2008) distinguishes several major features of social partnership by pointing out that partnership may be carried out through relations with other organizations. Active involvement and participation of all partners in identifying and solving the problems of a child (planning activities, providing adequate assistance and evaluating results) encourages trust and respect that prevent irrational expectations. The main features of social partnership are cooperation for a new quality of performance, looking for coherence in the areas of performance and compromise and shared responsibility.

To find out the potential for developing social partnerships on the municipal level, an empirical research has been carried out. Social pedagogues and social workers were interviewed for this purpose. The results of the empirical research point out the specific features of working with children at risk at the community, by distinguishing the organizers of social partnership, their social partners and real assistance, as well as advantages and drawbacks of social partnership.

OC.03-3.6**MY SOCIAL WORK PARTNER - A TOOL FOR BETTER MEETINGS BETWEEN YOUNG PERSONS AND THEIR SOCIAL WORKERS**Antczak H.*Metropolitan University College ~ Frederiksberg ~ Denmark*

My Social Work Partner – a tool for better meetings between young persons and their social workers

Helle Antczak, senior lecturer, Institute for Social work – Metropolitan University College. Denmark. (Author and presenter)

Researchers at Metropolitan University College in Denmark has developed a new supervisory system in a cooperation with social workers from three municipalities; the system is one part of the project Knowledge Based Social Work.

This new tool target social workers' meetings with vulnerable young persons and their families. A series of meetings is filmed, and the social workers choose which meetings they want supervised. The video/film is sent to the supervisory team at Metropolitan University College, who respond to significant events in the meeting. The social workers are thus given a tool for individual reflection based on qualified feedback and support. Furthermore, the supervisory team may, based on what they have seen when working with many members from a municipal department, recommend training for a whole department.

Only experienced social work supervisors from Metropolitan University College is involved in the project. The supervisory team is independent. Supervision is thus tailored to the needs of the individual social worker, focusing on strengths and drawing attention to possibilities in meetings with young persons. Confidentiality between the social worker and the supervisory team is paramount.

The videos will be used for research and training purposes and in the development of the tool.

An important step has been developing a methodological foundation and common criteria for observation and feedback. As part of this the research team has developed an observation manual. The observation manual provides

1. An overview of the theoretical and empirical foundations of My Social Work Partner.
2. A summary of the procedures for using the system.
3. Discriptions and examples for the dimensions that will be used in observing the meetings.

OC.03-4 Session 3 - parallel session 4**OC.03-4.1****«UNDERSTANDING THE TRANSFORMATIONS OF SOCIAL INTERVENTION TO ACT BETTER»: A RESEARCH-ACTION FOR AND BY SOCIAL WORKERS**Boucher M.*LERS-IDS ~ Canteleu*

Manuel Boucher & Mohamed Belqasmi :

This communication has for objective to present the results of an original research protocol within institutions, social and social-medical services in a triple objective : build collectively knowledge, capacities of expertise and social innovation. Indeed, it was not a question of contenting with highlighting changes, often perceived as regressive by those who live them, which affect the field of social care, but to develop spaces to allow the practitioners to think of these transformations and to build resources articulating intervention, recognition of individuals « subject » and social transformation. In this context, we opted for a « research-action » approach allowed to question social intervention from a reflection about the transformations of the professionalism, by favoring the analysis of the conflicts and the hardships lived by social workers. Concretely, the initiative consisted in engaging and accompanying the reflections of professional teams within their working environment in several associations and a public body, by being inspired by the method of the sociological intervention (Touraine, 1973) so that they identify the values which they claim, those whom they oppose and the meta-social values they share. It is indeed, by questioning collectively (administrators, front office social workers, researchers, etc.) the effects of the transformations of the social intervention at several levels (political, economic, ethical) that we tried to answer a number of questioning on the turpitude of social action and to identify points of reference for action.

OC.03-4.2**NEW KNOWLEDGE OF TRAUMA FOR SOCIAL WORKERS**Bergheim B.*Oslo And Akershus University Collage of Applied Sciences ~ Oslo ~ Norway*

Some clients are more disturbing than others. They provoke all kinds of feelings in us ranging from fear to anger to fascination and to helplessness. No matter how disturbing they are, these clients can become the starting point of a journey into a new world of knowledge. This paper presents what we have learned from one such journey – a pedagogical one begun five years ago in Norway.

The focus here is the findings drawn from evaluations made by participants in a post-graduate course designed to help professionals deal with clients presenting with symptoms of trauma. The main theoretical goal of this course was to present the most comprehensive and up-to-date knowledge of dissociative disorders including post-traumatic stress disorders. The skills-training goal of this course was to provide participants with exercises where they could test out their abilities in supervised situations. Some of these involved using windows of tolerance, mindfulness-related tasks and attention-focusing techniques.

Since being established in 2009, more than 150 participants have successfully completed the course and this paper analyses the central findings of questionnaires administered to the participants after completion of the course. The main aim of the questionnaire was to assess how these professional helpers had used their new knowledge in their everyday practice with traumatized clients. Seventy-five participants completed the questionnaire. The questionnaires were analyzed using the Quest back survey and data analysis system.

Following discussion of the questionnaire data, the paper concludes with a discussion of the benefits of such training programs for professional helpers. Attention here will be focused on suggested ways of establishing, conducting and evaluating courses aimed at helping prepare social workers and other helping professions to work with clients presenting with trauma-related symptoms.

OC.03-4.3**SOCIAL EXCLUSION AMONG MIGRATING COMMUNITIES: THE CASE OF BATHORE, A SUBURB OF TIRANA**Bejko E.*University of Tirana ~ Tirana, Albania ~ Albania*

Social exclusion is a new paradigm; however, in the last decade, it has become a subject of major importance in contemporary social work and a core feature of social policy developments. Social exclusion is closely related to individual participation. This paper aims to further contribute in the area by looking at the issue of social exclusion among migrants. The target of the research is Bathore, one of the largest squatter settlements, formed in the early 1990s, in Albania. The author explores its socio-demographic characteristics as well as on the dimensions that social exclusion takes for the individuals of this migrating community. A cross-sectional survey was employed during 2012 to generate quantitative data from a sample of 600 households, out of a total of 6546. The descriptive dimension of the study pictures the profile of Bathore population. The explanatory dimension aims at identifying the relations among a selected set of indicators. It is found that education is a key factor in social, cultural and political participation. Education is also crucial for the overall socialization process. Findings show that in terms of social capital primary networks (family/kinship) predominate over secondary networks (friends and acquaintances). Poverty is a key word and unemployment is often a precondition for social exclusion. However, even when employed, incomes are insufficient to cover individual and family needs. Permanent unemployment deprives individuals from social participation. We conclude highlighting the main determinants of social exclusion for this migrant population – employment, education, and civic/cultural participation. Finally, the paper provides a set of recommendations for policy-making and further research in the area.

OC.03-4.4**BRIDGING THE YOUTH CASE WORKER DIVIDE - WITH THE MYSOCIALWORKER APP SYSTEM**Mackrill T.*Metropolitan University College ~ Copenhagen ~ Denmark*

Bridging the youth case worker divide - with the MySocialworker app system
 Thomas Mackrill, Metropolitan University College, Denmark.
 Inspired by research into practice based evidence, self-monitoring, youth identity, and user involvement in innovation, an app system was developed together with young persons, their social workers and software developers at Metropolitan University College in Denmark, as one part of the project Knowledge Based Social Work. The tool has an app interface on the young person's smart phone and a web interface for municipal social workers. The system has a broad scope, aiming to help case workers prioritize their work and make assessments based on a stream of data. The tool is also an intervention support and communicative tool. This paper will briefly describe the tool and present the initial findings of the first five months of testing the tool. The tool offers young persons a range of ways of monitoring their situation. The young person monitors their wellbeing, and need for contact with their social worker. Social workers and young persons can agree to monitor positive and negative behaviors, activities and agreements on a range of predetermined scales. Young persons and social workers can view change on graphs. There is a written diary option. Agreements from the young person's action plan and their significant contacts can also be logged into the system. During the development of the tool, the young persons rejected self-monitoring on a normative scale. They rejected a scale proposed by social workers that encouraged them to focus on a positive future, favoring a scale which enabled them to focus on their wellbeing being low. The young persons and case workers also disagreed about how data regarding change should be viewed. Social workers preferred a graph that highlighted risk, where young persons favored a graph that emphasized positive change.

OC.03-4.5**TURKISH AND MOROCCAN DUTCH PROFESSIONALS IN SOCIAL WORK**Hendriks P.*University of Applied Sciences Utrecht ~ Utrecht ~ Netherlands*

Social work in the Netherlands attracts many young 'new' professionals. 'Migrant daughters', second generation women from a Muslim background. Social workers in general face challenges in dealing with clients with a migrant background, whom they perceive as 'different'. Social work organizations are committed to recruiting and retaining employees of diverse backgrounds and assume that by employing Turkish and Moroccan Dutch professionals, they are acquiring the knowledge and skills required to deal with these differences. The first results will be presented of a qualitative research that explores how Turkish and Moroccan Dutch professionals connect to the social work profession and position themselves in their new professional context. Turkish and Moroccan Dutch students in Social Work were engaged as researchers and interviewed other students and newly started professionals with the same background.

Muslim-, gender-, ethnic and professional identities have to be combined and demand high flexibility in doing boundary work. These professionals are loaded with high expectations, by their parents to succeed in their careers, but also to fulfill the gender-specific expectations as women who care for their families; by their employers as experts in dealing with 'difficult' clients from a migrant background; as a progressive force within their communities and 'remaking the mainstream'. The context of the social work profession is complex. The respondents, continually grappling with feelings of belonging and not belonging, make sense of this context as they develop their professional and personal identities.

Social work practice and education are changing because of new service users and new professionals. Social work values can be considered liberal and humanistic and are believed to be incompatible with many non-Western cultures. Does increasing diversity among professionals affects or even changes the daily practices of the social work profession?

OC.03-5 Session 3 - parallel session 5

OC.03-5.1

MEDIA LITERACY AND PARENTAL MEDIATION

Ten Heuw H.

Windesheim University of Applied Science ~ Zwolle

Today the media are ubiquitous in modern society and this omnipresence is not expected to diminish. The rise of internet and the vast possibilities of tablets, smartphones and other contemporary media devices play an important role in the lives of children and adolescents, as early adaptors of these media. The significance and influence of the media for children, however, fuel the debate among parents and practitioners on what is in the interest of children with regard to their use of media and how children should be supported. Since our contemporary media ecology is completely new for them it is important to increase knowledge, skills, and awareness about media among students in child psychology and pedagogics. Since 2011 Windesheim developed an international minor on media literacy and parental mediation. Within the minor, several research projects are conducted, including practice based research in media-rich environments. They are connected to academic research project which run at the Rotterdam Erasmus School of History, Culture and Communication. There also is a PhD research project on the need of media literacy in pedagogy, which is based upon the notion that most practical media literacy projects in the field lack a sufficient pedagogical fundament. The goal of this PhD research is to build a solid pedagogical base for future practical media guidance, using classical pedagogical theories from philosophy of education and the empirical data from a critical analysis of narrative media content aimed at adolescent girls, the latter also incorporating analyses by the girls themselves, collected through focus groups. During our workshop we will present the outcomes of a few of our studies, as well as the first outcomes of the theoretical PhD research. We also will discuss the need for media literacy and parental mediation in modern society.

OC.03-5.2

CITIZEN MOBILIZING LEARNING

Murakami A.^[1], Skytte M.^[2]

^[1]*Metropolitan University College ~ Frederiksberg ~ Denmark,* ^[2]*Department of sociology and social work Aalborg University~ Aalborg ~ Denmark*

Keywords: Citizenship, Multiculturalism, Recognition, Social work Education

The purpose of this contribution is to discuss the challenges arising when educating social workers and prepare them for coping with the multicultural society.

The Scandinavian welfare states are currently challenged due to demographic changes. Issues as Multiculturalism and Recognition challenge the education of social workers. Can education in a critical categorical perspective improve and qualify social workers? Will such a perspective improve the perception and strengthen the competences when dealing with the question of intervention in social problems in a citizenship mobilizing perspective? Can Citizenship be applied to every one regardless of preconditions or requirements despite different social categories?

The demographic changes and challenges as societal discourses in the globalized world have an impact on the perceptions of social solidarity. The perception of who is in and who is out is changing rapidly.

In order to bridge the individual selves and our societal selves and emphasize social solidarity the concept and dimensions of citizenship should be the analytical focus. In my research I have developed a specific concept of citizenship in order to qualify the perception and understanding of the relation between the individual and society among students of social work, in order to meet the challenges of social work in an ongoing, changing, diverse world. Although the analytical and empirical findings are based in a Scandinavian welfare state context the results, however, are relevant internationally. Especially when it comes to the training and education of social workers and the learning environment with the focus on qualifying social work in a diverse world while still meeting the double mandate of social work in times of neoliberal discourses with an emphasis on self-responsibility and self-care.

OC.03-5.3**TALKING OF EDUCATIONAL NEEDS OF SOCIAL WORKERS IN CHILD PROTECTION: DATA, OPINIONS AND PERCEPTIONS**Cabiati E.*Catholic University Milan ~ Milan ~ Italy*

The paper will present the results of a research project realized in Lombardia (an Italian Region) with the purpose to gain knowledge and data about opinions, perceptions and needs of social workers in child protection. In this complex field of intervention, through the important collaboration of 300 social workers, the research extended to several themes such as workload, activities realized in the field work, level of professional wellbeing and burnout. An important part of the research focused on the educational needs expressed by the same practitioners engaged in the field work. Starting from their perception about competences and abilities required for the practice, social workers invited to report on their educational needs. Using a on-line survey constructed ad hoc, the educational need was investigated at first through a multiple choice question and subsequently through a priority scale. The interviewed expressed a significant educational need in 22 areas. In the contribute the data collected will be presented and then compared (through cross-check) with different variables as age, professional experience and workload of the interviewed. Conclusions offer relevant implications for social work education, research and practice.

OC.03-5.4**SOCIAL WORK OF PUBLIC GUARDIANS: A PILOT STUDY AND EDUCATION**Jurickova L., Ivanova K.*Palacky University Olomouc, Faculty of Medicine and Dentistry, Department of Social Medicine and Health Policy ~ Olomouc ~ Czech Republic*

Demographic development leads to a significant increase of elderly population in Europe. Under these circumstances the requirements for elderly persons' protection including adults with incapacity have been increasing. Societies have developed diverse institutions for these people; the guardianship is one of them. The number of adults with incapacity has been increasing in the Czech Republic recently, thereby the need of guardianships for them rises as well. The demand of social workers has increased in the Czech Republic. Authors of this report realized a pilot study in 2011-2012. The aim of this report is to present results from a pilot study, experience with education of social municipality workers (public guardians thereafter) as well as to show the contemporary education system for social workers in the Czech Republic. All of the public guardians (36 respondents from two regions) were interviewed. The semi-structured interview method was used and workshop discussion later on. The data were analyzed by the content analysis method and SWOT analysis. On the basis of research results and on the ground of the municipality request there has been compiled the educational program which was focused on acquiring practical knowledge and skills in the performance of public guardian function. The program consisted of three educational modules. These teaching methods were used: lectures, discussions, consultations, solving the case studies and workshop. The capacity of the educational program (20 places) was covered totally. Educational modules were evaluated in forms of questionnaires. Social workers positively evaluated these educational modules and they appreciated especially educational methods and study supports. It is necessary to occupy more social workers because of their shortage in the Czech Republic. There is a strong demand for accessible and efficient system of lifelong training of social workers in order to strengthen their capacity to provide quality services.

OC.03-5.5**STUDENTS OF SOCIAL WORK AS AN EDITORIAL BOARD OF A STUDENT ACADEMIC JOURNAL**

Kust D., Šajfar P., Rukavina A.

Department of Social Work, Faculty of Law, University of Zagreb ~ Zagreb ~ Croatia

The idea of starting a journal, in which primarily student papers will be published, came as a response to the question how to preserve the quality of student work and present it to public and thus recognize the effort that students invest in writing papers and their contribution to science and our profession. The Journal of Social Policy and Social Work is the first student academic journal in wider region, in the field of social activities. The journal is the result of enormous work done by the editorial board composed of social work students and considerable support from our professors. The journal, with financial support from the Faculty of Law, University of Zagreb, comes out once a year in print form and online at „Hrčak“ (Croatian online scientific journal portal).

Here are the results of the survey about our journal. The questionnaire included a sample of 114 social work students (undergraduates and graduates) from University of Zagreb, Faculty of Law, Department of Social Work. 82% of respondents are informed about the existence of a student academic journal at the faculty and 53% of respondents had read or used it. The student perception of the usefulness of academic journal has been very positive. Majority of respondents agreed that the existence of the student academic journal contributes to the quality of education, and improves the image of the faculty. According to answers, journal is an important place to develop students' ideas and potential and it is a valuable additional source of literature and contributes to the development of the profession and science.

There are plenty of benefits with being involved in a student academic journal and we believe that those benefits and the results we've achieved will be an encouragement for students of other faculties to start their own student academic journals.

OC.03-6 Session 3 - parallel session 6**OC.03-6.1****THE RESEARCH OF SOCIAL WORK IN PORTUGAL: OPPORTUNITIES AND LIMITS**

Carvalho M.I.

CAPP U.Lisbon ~ Lisbon ~ Portugal

In this communication we assume that Social work have a self-awareness, produced throughout their trajectory as a profession. This knowledge has been produced into education graduate (Bachelor), post-graduate education (masters and doctorates) and through the professional practices, and recently also in researches developed in the context of national and transnational research projects.

We intend to highlight the knowledge of Social work produced into education, graduate and post-graduate degrees. We distinguish in a first moment; the research carried out under teaching graduate-degree-especially at the level of academic internships, and in fundamental and complementary course units that integrate the curriculum of courses for Social work and in surveys conducted in masters and doctoral programs and published mainly in books. We identify the contributions of some magazines in Social Work and other relevant publications, and consider the importance of the research developed in research centers and we highlight opportunities and adversity with regard to the recognition of Social work as an autonomous knowledge.

Keywords: Social Work; Research; Education; Knowledge; Opportunities; Adversities

OC.03-6.2**PROMOTING HEALTH EQUITY THROUGH MOBILIZING LOCAL HEALTH ASSETS: A COMMUNITY-BASED PARTICIPATORY SOCIAL AND HEALTH RESEARCH PROJECT**

Mairhofer S.

Free University of Bozen - Bolzano ~ Bolzano ~ Italy

Also in European welfare states there is a strong connection between health and the social determinants of health, the social resources and conditions, which have a significant impact on human's health. Health is physical, mental and social well-being and health opportunities are seen as capabilities (capability approach). As Social Work aims to promote well-being and is building on principles of human rights and social justice it is a professional duty to work for health equity. Therefore Health Promotion should be an action and research field of Social Work. However, Health Promotion seems to have still very little importance in Social Work Education, in Social Work Practice and in Social Work Research.

The presented research project deals with the issue of promoting health equity in South Tyrol (Italy). The project shows how community-based health promotion (CBHP) can give an important contribute to promote health equity (in rural areas).

Community-work is an important action field for Social Work practice and seems to be especially effective for promoting health equity.

The presentation focuses on explaining how community-based participatory research (CBPR) can mobilize local health assets and promotes health equity. CBPR can be described as a further development of action research, which has the goal to make research useful for emancipatory and democratic promotional purposes in order to find practical solutions.

The research project was developed and supported during my PhD-study in Social Work and the participation in the certification course in participatory health research from the International Collaboration of Participatory Health Research (ICPHR).

The presentation will give an overview about some theoretical basics, the connection between Social Work and Health Promotion for Health Equity, the participatory process of the research project, used methods and first outcomes.

OC.03-6.3**SIMILAR CHARACTERISTICS OF SOCIAL PERSONAL NETWORKS BETWEEN LOSSY AND LOSSLESS PORTUGUESE ELDERLY**

Guadalupe S.^[1], Silva L.^[2], Vicente H.^[1], Daniel F.^[2]

^[1]CEPESE - Centro de Estudos da População, Economia e Sociedade ~ Coimbra ~ Portugal, ^[2]ISMT - Instituto Superior Miguel Torga ~ Coimbra ~ Portugal

Aging involves a series of losses, being recognized the role of social networks as a buffer of the stress associated with these losses. The present study aims to analyze associations between the (un)existence of losses and the personal social network characteristics of the elderly in Portugal.

The participants are 317 elderly, aged over 65 years (M = 77.1, SD = 7.57) and mostly female (n = 202, 63.7%); the lossy (n = 227; 72%) are more frequent than the lossless (n = 90; 28%). For data collection we used a questionnaire and the Personal Social Network Analysis Tool (Guadalupe, 2009). The losses are mostly due to death (n = 223, 98%), mainly of the spouse (n = 59, 26%). We registered significant association between (un)existence of loss and gender (p = 0.007), age (p = 0.001) and marital status (p < 0.001). Those who present more losses in their networks are women (49%), married (31%) and widowed (30%), with basic education (36%).

When we compare the network characteristics between lossy and lossless elderly, we realize that the number of members (between 7 and 8) is very similar and the other structural variables are also similar, but the network composition shows one significant difference: the lossy have more institutional relationships (p = 0,030). The functional characteristics do not present relevant differences as well.

The research does not point to significant associations between the structural and functional characteristics of the social network and the (un)existence of loss. However, it should be noted that the losses in the life of an elderly may potentiate disruptive situations. Social support is very important for the wellbeing of the elderly, so its assessment is central for Social Work in later life stages to draw preventive or compensatory interventional strategies.

OC.03-6.4**TEACHING SOCIAL WORKERS HOW TO RETAIN CLIENTS IN LONG - TERM PROFESSIONAL RELATIONSHIPS**Svendsen T.S.*Center for Alcohol & Drug Research, Stavanger University Hospital, Norway. ~ Stavanger ~ Norway*

Aims: Contributing to change in people's lives often requires long - term effort, but systematic change - work is challenging because of hard - to - reach client groups. Teaching social workers effective strategies to retain clients could make long - term social work easier. The objective of this paper is to present how SMS - monitoring in combination with traditional tracking - strategies and other psychosocial methods can be applied to keep clients who are traditionally challenging to retain in long - term professional relationships. The data analysis is based on an ongoing, longitudinal follow - up study on long - term changes and recovery with 150 participants.

Methods: Psychosocial methods and biweekly SMS monitoring in addition to traditional tracking - strategies were used to keep long - term contact with traditionally challenging to retain participants.

Results: The use of psychosocial methods and SMS monitoring in addition to traditional follow - up strategies led to a 90 % follow - up rate after 12 months. In addition to a high follow - up rate, self - monitoring, the ability to contribute to research and others in addiction - recovery were highlighted by study participants as motivational factors for keeping in touch.

Conclusion: The high follow - up rate and the expressed motivational factors for remaining in the study, indicates that the chosen methods could be useful tools for social workers in keeping retention high working long - term with clients in challenging to retain groups. A focus on educational themes for retaining clients in long - term work for change could be useful.

OC.03-6.5**THE SOCIAL HOUSING MEDIATION: EDUCATION PATH OF SOCIAL WORKERS**Moretti C.*Università Politecnica delle Marche ~ Ancona ~ Italy*

For the past fifteen years, neighbourhoods with a high concentration of public housing have increasingly become spaces of exclusion, where conflicts are rife, due to a multiplicity of factors (e.g. immigration, social deprivation, ageing, health problems). Therefore, at a local level, the more active municipalities are starting to promote innovative interventions, partly due to the sharing of the best practices on a national and international level.

This presentation is intended to analyze an innovative experience of an intervention of social mediation in public housing contexts, carried out in some municipalities of the Marche Region, in the period from July 2011 to June 2014, through the funding of two projects FEI (European Fund for the Integration of Third Country Nationals). The projects have been realized with the collaboration of different subjects: Polytechnic University of Marche, the Regional Agency for Public Housing, the Province of Ancona, five Municipalities in the Marche Region and the Social Cooperative "COOSS Onlus".

For such experimentation we used a methodology of qualitative research (focus groups, participant observation, interviews) that enabled to identify actions to be implemented in the neighbourhoods and the assessment methods of the outcomes, as well as to realize a path of collaboration with the institutions, the Regional Agency for Public Housing and other entities of the territory. In particular, we will present the training initiatives aimed at the social workers and the actions taken in public housing neighborhoods, in order to manage, along with condominium residents, various issues related to housing, to prevent and to address conflicts by strengthening relations between neighbours. Moreover, attention will be paid to the community interventions so as to promote collaborative processes and encourage the active participation of individuals, groups and local entities in the management of the critical issues in the territory, thus activating processes of empowerment.

OC.03-7 Session 3 - parallel session 7

OC.03-7.1

RESILIENCE IN THE FACE OF TRAUMA: AN INNOVATIVE RESEARCH METHODOLOGY TO GENERATE TRAUMA TRUISMS AND IMPLICATIONS FOR SOCIAL WORK EDUCATION

Marks R., Figley C.

Tulane University School of Social Work ~ New Orleans, Louisiana ~ United States

This presentation will focus on the concept of trauma resilience and share our findings of a collaboration with experts who have lived and worked in Israel all their lives. We will describe our methods of an innovative social work research methodology –variable generating activity (VGA) to generate a set of truisms about trauma resilience. We then discuss the process by which the expert panelists were interviewed using professional video production team that generated over 8 hours of high quality video data for later analysis. We then describe the process by which each of the interviews were analyzed and indexed to generate a list of trauma resilience truisms. The findings of our collaboration revealed 83 trauma truisms. Among the more salient were those associated with individual, family, and community based issues related to buffering, or protective mechanisms, which contribute to resilience from the trauma associated with living in conditions of the chronic threat from terror and war. Finally, we will discuss the research implications with specific observations about the value of our approach and the implications for theory development and for social work education within this critical area. The authors present the implications for promoting trauma resilience.

OC.03-7.2

SOCIAL WORKER'S PROFESSIONAL IDENTITY AS A RESOURCE FOR ETHICAL PRACTICE AND THE ROLE OF EDUCATION

Sobocan A.M.

University of Ljubljana, Faculty of Social Work ~ Ljubljana ~ Slovenia

The paper presents a recent research (grounded in narrative interviews, participant observation and online survey) and discusses the meaning of its findings as well as the role of social work education in co-constructing social workers' professional identity. The aim of the presentation is to envisage ways (methods, resources, etc.) in which social work education can contribute to support building professional identities, committed to ethical practice and values of the social work profession. A recent research on social work practice and decision-making, conducted by the author with Slovenian social workers, has demonstrated how social work practice is led by personal motivations and moral judgments based in relationships, influenced by authorities and shaped as a response to ideas and expectations about social workers and social work. In regard to the latter, a significant number of interviewees expressed that social welfare legislation constructs the professional identity of social workers as bureaucratic, that other professionals perceive social work to be a service without an independent and valid expertise, and that the public sees social workers as heartless and inhumane employees – while they are expected to be altruistic and unboundedly selfless. Social workers develop understandings and ideas about their own professional identity primarily through reactions, i.e. with 'proving' what they are not, and with 'proving' what they really are. How the social workers respond and deal with these images is crucial in the formation of their own professional identities which seem to be formed (mainly) as a response to such opinions, while they should be formed as independent, profession-related systems (they are 'reactive' instead of 'constructive'), enabling them to confidently follow social work professional values in their practice.

OC.03-7.3**EVALUATING THE IMPACT OF ACCREDITED CONTINUOUS PROFESSIONAL DEVELOPMENT LEARNING ON PRACTICE IN SOCIAL WORK AGENCIES**

Lambley S., Thorpe K., Cockram L.

University of Sussex ~ Brighton ~ United Kingdom

In the UK, “systematic reviews to underpin social work education (Crisp et al., 2003; Trevithick et al., 2004) have identified the scarcity of evaluative research on the outcomes of methods of social work education; narrative accounts are plentiful, but it is rare to encounter an evaluation with carefully designed outcomes, and even more rare to find a controlled evaluation” (Carpenter et al, 2005:3). Evaluations on the impact and outcomes from University accredited Continuous Professional Development (CPD) programmes are also under-developed and under-researched (Pearce, et al, 2013, Moriarty et al, 2012). The Higher Education Innovation Fund for Knowledge Exchange/Impact activities funded the University of Sussex, in partnership with East Sussex and Brighton and Hove Local Authorities, to develop an impact evaluation tool which was informed by a systems approach, to evaluate the impact of learning from accredited University CPD programmes. The impact tool is used by students at three intervals (before, end of the course and 6 months later) and the data is critically reviewed by the learner, informed by service user and line manager feedback. This data is collated. This paper presents details of the project, outlining the systems approach that was used, and the tool that was developed. The findings to date from this funded project are considered in light of the research aims which sought to capture the conditions for learning, the learning acquired by participants, and the impact of CPD learning on social work practice and practice outcomes. Finally the implications for CPD curricula development is considered

OC.03-7.4**A FAST TRACK ROUTE INTO SOCIAL WORK: DID THEY STAY OR DID THEY GO?**

Baginsky M., Manthorpe J.

King's College London ~ London ~ United Kingdom

The problems encountered in recruiting and retaining social workers within children’s services in England, combined with the complaints from employers about the quality of those entering the profession, has led to considerable attention being paid to attracting ‘high calibre’ candidates into the profession (see Social Work Task Force Report, 2009). In addition to a general raising of the entry requirements for qualifying courses there are three initiatives that have been funded by the Government to fast track candidates into the profession. Two of these are very recent developments. Think Ahead is designed to attract graduates into mental health services and is currently being planned; another route, Frontline, has been developed for the children’s sector and trainees embarked on the training in late Summer 2014. The third, Step Up to Social Work, began in 2010 and is in the process of recruiting its fourth cohort of graduates, again to work in children’s services.

The intention was to allow employers and universities to develop the training within the requirements set by the regulatory body. The Step Up programme has evolved and there are significant differences in what the trainees have experienced across the Cohorts. The first two cohorts were enrolled onto a master’s level professional qualifying training route over an 18-month period. Both cohorts were followed throughout their training (see Baginsky and Teague, 2013; Baginsky and Manthorpe, 2014). Cohort one qualified in March 2012 and the presentation provides the opportunity to reflect on the considerable investment made in such programmes. It reports their experiences over the two and a half years and covers their views, in retrospect, on the training they received; their professional journeys so far; their intentions to remain or leave social work and an analysis of their present role compared with their assessment scores at recruitment stage.

OC.03-7.5

RESEARCHING THE INTEGRATION OF FOREIGNERS IN THE LABOR MARKET AND THE APPLICATION OF THE OUTCOMES IN THE PROCESS OF TRAINING SOCIAL WORKERS AT THE DEPARTMENT OF SOCIAL WORK OF THE FACULTY OF EDUCATION OF COMENIUS UNIVERSITY IN BRATISLAVA

Cierna M., [Slobodova L.](#)

Comenius University in Bratislava ~ Bratislava ~ Slovakia

The process of recovery from the global economic recession brought along a series of major social changes in the European Union and in Slovakia. Considering the system of higher education of social workers in the given context, we are witnesses to an increasing shift towards the reform paradigm of social work, especially in its fields focusing on social policy and the responsibilities of social workers in a transforming social environment. In their pedagogical work and research, the authors are focusing on the issues of migration and employment policy. Based on the current social inclusion discourse (Aust-Arriba, 2005), the connection of these two kinds of policies represents a starting point for a successful integration of migrants in the society.

The paper presents the results of two research projects – quality-oriented research conducted by the means of semi-structured interviews of a sample group of economic migrants in Slovakia (in 2012); and research of factors influencing the success rate of foreigners' job search on selected EU countries' labor markets applying the method of fuzzy-set analysis (in 2014). The paper also gives a brief description of the implementation of the results in the training of social workers at the Department of Social Work at the Faculty of Education of Comenius University in Bratislava. The application of research outcomes in the teaching practice contributes to a number of areas:

1. It allows the students to increase their awareness of a wider context of the given issue;
2. It demonstrates possibilities of the application of research methods in social practice;
3. It points out the fact that a complex and conclusive analysis of the real social situation is a precondition of initiating constructive social transformation.

A GENERIC OR SPECIALIST SOCIAL WORK EDUCATION

OC.04-1 Session 4 - parallel session 1

OC.04-1.1

WHY HAS GENERALIST APPROACH EMERGED AS A PRACTICE MODEL IN SOCIAL WORK? AN ANSWER THROUGH THE ESSENTIAL CHARACTERISTICS OF SOCIAL WORKSahin F.*Celal Bayar University School of Social Work ~ Manisa ~ Turkey*

Purpose: The Milford Conference which was held in 1925 was an important ground of discussion for the generalist and specialist approaches. Social casework, an intervention method at the very beginning of the development of social work, was the basis of social work practice. Together with this, specialization has become prevalent as well. Fields of practice were family welfare, child welfare, psychiatric social work, and school social work. Within social work education, in parallel with such developments, curriculums have been organized within the frame of existing fields of practice.

During 1940s and 1950s focalizing in the fields of practice developed in the framework of the practicing methods of the profession. In parallel with the development of methodic approach, the following have been made use of as the bases in social work education and practice: social casework, social group work, community organization, methodology and research.

In 1960s and 1970s, social problems have begun to be seen as not originating from the psychological characteristics of the client, but the bio-psycho-social interaction of the client and her/his environment.

Conclusion: The main aim of this presentation is to discuss why generalist understanding has emerged as a model of social work practice. In order to achieve this, the emergence of generalist approach, and fundamentals of both social work and generalist social work have been examined. Based on this examination, it is concluded that social work is exceedingly open to deviate from its focus. Society, practitioners and theorists of social work consciously or unconsciously may try to distort essential mission of social work for various reasons. The author suggest that generalist model of social work is an answer to such an endeavor.

OC.04-1.2

FAST TRACK TO NOWHERE? 'STREAMLINING' SOCIAL WORK EDUCATION IN ENGLANDSmith R.*Durham University ~ Durham ~ United Kingdom*

Recent developments in England have witnessed the emergence of several employer-based fast track 'training' routes to social work qualification. These are typically organised as 'cut down' versions of conventional generic training, with what are normally regarded as essential elements presented in very limited form, or omitted altogether.

This has raised serious concerns about the integrity and suitability of some aspects of these programmes, one of which was the subject of a recent evaluation by the author. In revisiting some of the findings of that evaluation, I want to discuss some of the serious challenges raised for social work education as an enterprise in England, notably the risks of creating divisions within the workforce, the loss of any serious claim to genericism and the perpetuation of a narrow, functionalist view of what social work actually is.

In carrying out this evaluation, it was noted that certain aspects of the model introduced were to be applauded, in particular a commitment to full and proper funding of social work education (at least in these specialist circumstances), and embedded support for local partnerships between employing agencies and educational providers. These enhancements can, of course, be out in place wherever social work is taught, and the paper will conclude with some reflections on why this might not be seen as a natural way forward, given the benefits observed.

OC.04-1.3**INTRODUCTION AND DEVELOPMENT OF THE NEW “SOCIO-EDUCATIONAL ASSISTANT” PROFESSION (SEA) IN SWITZERLAND: TOWARDS MORE SPECIALISED SOCIAL WORK PRACTICE AND EDUCATION?**

Perriard V., Castelli Dransart D.A.

University of Applied Sciences and Arts Western Switzerland, School of Social Work, Fribourg (HEF-TS), Switzerland ~ Givisiez ~ Switzerland

As a result of reforms in the Swiss vocational education and training system, a new profession, named “Socio-Educational Assistant” (SEA), was recently created and introduced (2008). It represents a real innovation for social work professions in French-speaking Switzerland, as it is the first social work training course offered at upper secondary level: previously, all social work professions were taught at tertiary level.

The purpose of this paper is to discuss how work is being reorganised following the introduction of the SEA profession to institutions for disabled persons in French-speaking Switzerland and the issues this raises in terms of specialisation, for both social work practice and education. What regulations are being developed so as to integrate professionals with varying levels of education? Are any distinctions made between the job descriptions and profiles of SEAs and professionals with higher qualifications? How are tasks and responsibilities allocated between these different professionals? The paper draws on the findings of a 2-year qualitative study (2009-2011) which explored work identity and job profiles in relation to the new SEA profession. The representations of SEA practitioners, their employers and colleagues were investigated, through approximately 30 semi-structured interviews. The findings show that distinctions are made at a formal level between SEAs and professionals with higher qualifications with regards to tasks, competencies and responsibilities. These distinctions contribute to defining the SEA professional profile. They also participate in re-shaping the profile of professionals with higher qualifications towards a more specialised one. This reveals a certain number of questions at stake for social work practice, as this paper will point out, such as the gap between formal divisions and how they are implemented. Finally, the findings question the possible implications of this specialisation within social work practice and allied professions, with regards to future professional training.

OC.04-1.4**CHALLENGES OF BOLOGNA PROCESS FOR SOCIAL WORK EDUCATION IN RUSSIA**

Pervova I.

Saint Petersburg State University ~ Saint Petersburg ~ Russia

Are procedures and methods of the Bologna Process adaptable for educating Russian specialists in social work? Does it broaden the possibilities for university graduates to use their knowledge in the field to more successfully perform their roles and functions?

The academic field of social work has existed only slightly over 20 years in Russia. Social work education in Russian universities started in 1991. For more than 15 years Russian universities have provided a five-year ‘specialist’ degree programmes in social work, which were offered by about 160 Russian universities. After Russian high education system adopted the Bologna reform, a four-year Bachelor and two-year Masters replaced the previous five year training programme.

The adoption of the Bologna Process was designed to break down educational barriers and create an integrated European Higher Education approach across the continent (Bergan, 2007; Gaston, 2010). In social work the reform was aimed to promote recognition of professional qualifications across national borders in order to facilitate the mobility of labour (Birtwistle, 2009; Engelberg et al, 2014). This process includes the standardization of courses and qualification structures, curricula compatibility, correlation of theoretical and practical courses, employability.

The change to Bachelor and Master programmes was rather challenging for the Russian academic world. The content of the national standard for social work curricula had to be changed with re-definition of professional competences in Social Work. Training programs were to be designed in new ways. There are no references in the national standards to international guidelines yet (Iarskaia-Smirnova, Rasell, 2014). Employability of graduates with Bachelor degree is quite questionable due to the uncertainty of potential employers regarding their qualification. Master programme graduates look for jobs outside the profession to get better wages and prestige. Funding: from the EU Seventh Framework Programme under grant agreement No. 295203.

OC.04-1.5**FROM GENERIC SOCIAL WORK EDUCATION TO SPECIALIST SOCIAL WORK EDUCATION AND BACK? REFLECTIONS FROM ROMANIA**

Lazar F., Dan A.

University of Bucharest, Faculty of Sociology and Social Work ~ Bucharest ~ Romania

The purpose of the paper is to reflect on the challenges and opportunities of social work education based on twenty years of experience in one of the largest university in Romania providing social work education.

Social work education in Romania was re-established in 1990 after more than 20 years of ideologically-based dissolution. The first decade of post-communism witnessed generic social work education; as admission rules softened and the number of students increased, since 2001 students could choose in the last two years of study between four specialist areas (directions of study) at University of Bucharest (UB), Romania: 1) social work with children and families, 2) social policies and public administration, 3) counseling and 4) probation. After Bologna process begun in 2005 the last three semesters were dedicated to specialisation in one direction of study. Decreased natality rates since 1990, decreasing school population, unattractive social work jobs reduced the number of students; furthermore some directions of study were less "appealing" for students. As a result of these factors and with an emerging younger generation of social work teachers, in 2008-2009 the curricula significantly changed introducing more courses in line with social work programs internationally and reducing the duration of directions of study from three to two semesters. In the same time two directions of study which were not chosen by students for two consecutive years were eliminated (no. 1 and no.2) and replaced with another: social work with at-risk groups.

These measures were taken to ensure a quality education and to better respond the changing social work practice, but debates are still present on whether to continue with the directions of study or return to generic social work education and keep the specialisation for post-graduate programs (e.g. master programs).

OC.04-2 Session 4 - parallel session 2**OC.04-2.1****THE NEED FOR GENERALISTS OR SPECIALISTS IN WELFARE SERVICES. - HOW TO MANAGE THE TENSION BETWEEN SOCIAL WORKERS AND WELFARE SERVICES' COMPETENCE NEEDS**

Henriksen Ø., Fjellidal C., Krane Hanssen J.

Faculty of Social Sciences, University of Nordland ~ Bodø ~ Norway

Based on Norwegian conditions, we want to discuss how social worker education encounter different skill needs that are expressed from the welfare services. In Norway, we have three different social work profession who have traditionally been designed in close interaction with specific welfare services; Child Welfare, generalist Social Work and Social Educator. Child Welfare and Social Educator is distinctively Norwegian profession that are aimed for working with vulnerable children and young people, and persons with disabilities. In Norway, all welfare services has also undergone major reforms in recent times.

Based on a qualitative study we have examined the competencies sought within various service, we question whether there is a correlation or rather a significant discrepancy between variations in skills and distinctions between social work educations. Two key focus will be the basis for our discussion. The first discusses the competence requirements that are signaled from welfare services, and the extent to which these are met by the social work education. The second focus is to what extent social work education are grounded in skills needs, or prevailing demand from various welfare services.

OC.04-2.2**COMBINED APPROACH TO GENERIC AND SPECIALIST SOCIAL WORK EDUCATION**

Dumoulin W.^[1], Timperman T.^[2]

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In Flanders, the Professional Bachelor Programmes in the field of Social Work train students for employment in widely diverse branches: socio-(ped) agogic assistance, social work in neighbourhoods and organizations, informal education, cultural work, legal and social assistance and human resources management.

All University Colleges organizing the social work course programme propose specific course subprogrammes. These subprogrammes include an internship in a specific field and mainly methodical subjects. As regards the internship, they always opt for a long-term work placement in a specific sector in order to allow the student to follow and create a complete socio-agogic process. As regards the methodical subjects, the subprogrammes mainly focus on specific methodical skills. In our opinion, the essence of the debate on generic versus specialist training is to be found here. How many methodologies must a student acquire during his training, to what extent (basic versus in-depth) does a student have to master the methodologies?

In 2009, all organizing university colleges decided to start from a common list of competences when drawing up their social work training programmes. This led to the fact that all training programmes, subprogrammes included, refer to one and the same common stem.

Moreover, since 2004, the training programmes have a common superstructure in the Master training programme that are developed beyond the scope of specific course subprogrammes. Furthermore, the main linking factor is the fact that all Flemish students who graduate in social work all obtain the same diploma, regardless of the main subject graduation programme they took.

It seems very interesting to us to compare this combined approach in Flanders with a focus on specific work fields and a common stem, to the approach in other countries and see which answer is given to the balance question between generic or specialist social work education.

OC.04-2.3**IS THE THIRD WAY POSSIBLE : COMBINING GENERIC AND SPECIALIST SOCIAL WORK?**

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Social work is a field that practising side going beyond than theoretical side in comparison with the other social sciences. Needs in the social life demands knowledge and social work science ensure new knowledge for social work practice facing with social needs. But in practical area there are some obstacles that preventing social workers reflecting theoretical knowledge while making interventions. Because sometimes the theoretical knowledge can be found inadequate for some special issues while confronting with them like -drug addiction, trauma- etc. One of that obstacle is a common paradigm knowns as generic social work's disadvantage of not specialization about some special issues like -drug addiction, trauma - and some issues like that generic social work's is not enough for intervening that. In this paper it will be discussed if a mixed method that combining generic social work and specialist social work is necessary that working with complicated social problems. In addition it will be discussed that which social issues especially need this combining method while facing social workers to solve it.

Keywords: social work knowledge, social work practise, generic social work, specialist social work

OC.04-2.4

A WELFARE FOR EVERYBODY: CHANGES AND INNOVATION IN A LARGE ITALIAN TOWN. NEW SKILLS AND COMPETENCE FOR SOCIAL WORKERS FROM A SPECIALISED TO A GENERALIST APPROACH

Minoia C.M.

Comune di Milano ~ Milano ~ Italy

The municipality of Milan has launched since 2011 a large revision of the organization of its welfare system, in the light of demographic changes and reduction of public resources.

Three main directions are outlined: widening the target of people served by the system, including social middle class people, overcoming the separation between target population (children and family services, elderly, disabled people) and adopting an inclusive and a generalist approach, fostering wider participation and mixed provisions by public and private agencies, including volunteers and third sectors.

Three catchwords summarize this process of restructuring: territorialisation, domicialirisation and residentiality. This process involves implies all the levels of the institution as well as the surrounding systems. Social workers are directly involved in the change, both in planning as well as in providing services, coherent with the new approach.

Hence the education and training of social workers is central.

This paper addresses the issue of new competences and skills required to social workers to pass from social work in a specific sector to a generalist approach.

INTERNATIONAL DIMENSION IN SOCIAL WORK EDUCATION

OC.05-1 Session 5 - parallel session 1

OC.05-1.1

COMPARATIVE SOCIAL WELFARE US/SWITZERLAND: TWO WEEKS EXCHANGE OF STUDENTS AND LECTURERS

Koch U.

ZHAW Zurich University of Applied Sciences School of Social Work ~ Zurich ~ Switzerland

Purpose: In 2013 the Schools of Social Work of the University of Applied Sciences, Zurich, Switzerland (ZHAW) and of the Wright State University, Dayton, US (WSU) started their exchange program for Bachelor and Master Students and lecturers. The program takes alternately place in the US and in Switzerland. The participants discuss the issue of “Comparative social welfare: US and Switzerland” from the respective cultural, political and institutional perspectives.

Description: Ten Students from the ZHAW work together with 10 students from the WSU and compare the differences between the US and Switzerland. They acquire the necessary knowledge in advance and present their results to each other. The students and lecturers look at selected aspects and debates of their respective countries, such as social policy, services to families, services to the poor, juvenile delinquency and community development. The participants also visit different institutions in the hosting country, that illustrate the social welfare system and related welfare programs. They draw conclusions by analyzing the topic from the respective cultural, political, and institutional perspectives and summarize their experiences in a blog (<http://blog.zhaw.ch/socialworkexchange/>).

Conclusion: The participants get the unique opportunity to interact with professionals of social work and have a closer look at concepts, strategic approaches and interventions. They learn to participate in interdisciplinary discussions, debates, disputes and discourses and enter into international discourse in the field of social work and analyze as well as critically reflect their social welfare system. An additional objective for the students is to present and translate the way of thinking and functioning of their local learning community.

OC.05-1.2

BUILDING PRACTICE-BASED CROSS-CULTURAL INTERNSHIPS IN SOCIAL WORK FOR AMERICAN AND RUSSIAN STUDENTS: STUDENT'S INTERNSHIPS EXCHANGE FOR CHILD PROTECTION (SIECP) PROJECT

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The SIECP Project has been developed and implemented by the Family and Human Services Program (FHS) at the University of Oregon (UO), the Social Technologies Department at the North-Caucasus Federal University (NCFU), and the Stavropol Regional Department of the Russian Charity Foundation “NAN”. The US and Russian undergraduate students who major in social work had an opportunity to enhance their cross-cultural understanding of social problems in both countries and advance their professional skills by participating in seminars on child protection in Eugene, OR and having a faculty-led practice-based internship in North-Caucasus regions, Russia working with children at risk. Two-week seminars in Eugene, at UO included professional talks, visits, and observations of field study sites for the FHS students in the local public and non-profit organizations that work with children, youth and families at risk. Two-week internship in North-Caucasus regions for Russian and American students involved the active participation in the mobile summer camp for children in difficult life situation. The methods in this project were based on the evaluation of all project-activities by faculty and students from both countries, as well as children and youth at risk from Russia. The outcomes of the project revealed that significant impacts occurred at different levels. The SIECP Project contributed to the establishment of cooperation between the two academic institutions and NGOs in both countries, as well as lasting relationship between the host organizations and participants among Russian and American faculty members and students. In addition, the internship was built on the socio-rehabilitative activities for vulnerable children aimed at restoring trust relationships, improving behavior management, and building social skills. Most children developed friendly relations among students, and faculty from the UO and the NCFU.

OC.05-1.3**INTERNATIONALISATION FOR ALL THROUGH STUDY VISITS ABROAD**

Stofberg A.

Rotterdam University of Applied Sciences ~ Rotterdam ~ Netherlands

Theme: International Dimension in Social Work Education

Don't we all know the exciting stories students tell about how they gained a much broader understanding of the world around them through their study abroad experience? However, the sad fact is that this involves only a small minority of students. From the principle of equity, this presentation proposes an interesting opportunity for all students to gain international competencies within the regular social work curriculum: short study visits abroad.

International study visits broaden our horizons, challenge our understanding of ourselves and help us understand those whose cultures are different from our own. Once students step outside their own comfort zone they begin to examine their assumptions about social work. This is an essential step, as it is the start of true critical reflection, an ability crucial to good social work practice.

The presentation will discuss 3 basic components of a successful international study visit and highlight some great (and surprising) ways to turn this type of active, experiential learning into a stimulating and lasting experience, based on our 5 years of experience in organising them.

As study visits tend to become reciprocal, another powerful and fun learning experience for students is to prepare and host such a visit in their own university city.

Conclusion

Going on an international study visit is a particularly enriching and effective pedagogical method to provide an international and intercultural orientation in the curriculum for ALL students: it provides interactive hands-on experience abroad, face-to-face contacts, opportunities for sharing thoughts and surprises. In short: it instils a global view of social work contexts and develops the much needed international competencies for today's world.

OC.05-1.4**FUTURE VISION OF THE EURO-MEDITERRANEAN PARTNERSHIP IN THE EDUCATION OF SOCIAL WORK**

Abdel Meguid L.

Helwan University ~ Cairo ~ Egypt

It was agreed, according to the Barcelona and Bologna Processes, that most of the countries of the EUROMED region are in need to develop the resources of education and rehabilitation especially for the youth. This resulted in partnership programs in many fields including higher education.

The immigration trends from the South of the Mediterranean to Europe indicate that there would be a steady growth until 2030. In the same while the population growth in many of the European countries accommodating these immigrants are witnessing a steady decrease until the same year. This puts many pressures on these countries that need to integrate these immigrants properly within the society. Here comes the role of the young social workers in both regions.

The challenges of the social work increase in the South of the Mediterranean as the profession suffers from problems in education, practice, research, and the ability to form regional professional links. This led to the lack of the ability to draft national standards for education and in the absence of a regional organization to teach social work, it is difficult to help social workers reach better education and training programs.

This paper will discuss the importance to establish EUROMED partnerships in teaching social work that supports partnerships and cooperation's between international bodies in social problems like immigration trends, its effects, and how to prepare social workers to be able to deal successfully with these problem.

The paper concludes by reaching a general vision of a future framework in teaching social work within the EUROMED partnership including the future objectives, the scopes, its mechanisms, the characteristics of the partners, and their roles; In the light of the Global Agenda for Social work 2012, its international definition of 2014.

OC.05-1.5**PRESENTATION OF AN INTERNATIONAL MOBILITY EXPERIENCE FOR STUDENTS IN SOCIAL TRAINING. TOULOUSE, BERLIN AND BUDAPEST EXCHANGE**

Leroy S.

ERASME ~ Toulouse ~ France

In France, student's international learning mobility was made possible thanks to the European Commission granting program called « ERASMUS ».

CRFMS Erasme experienced two kind of mobility; collective and individual. I will explain in the present communication experiences of collective mobility implemented during the first year of class in social work training.

This project was made possible thanks to a long term partnership (thirteen years) between the EHB in Berlin and the CFRMS Erasme in Toulouse. Three years ago, the project evolved, with the integration of a third partner, the John Wesley College in Budapest

How are we organized? During their first year, the students of each organization meet three times. Each class spends one week in November in Berlin, one in March in Toulouse and the last week in May in Budapest.

This program is an eye and mind opener for our students in social work. They discover in each country different Histories, different social Policies, methods and professional practices. They discovered social difficulties who engage different social phenomenon (discrimination, racism, isolationism...). Students witness new ways of working, of thinking and thereby open their mind to international social work.

The exchange also has an impact on the organizations, and their members. Logically it has an impact on the training contents. For example, teachers who did participate to the project now include the intercultural dimension in there different courses.

OC.05-1.6**STUDENT ENTITLEMENT: IMPLICATIONS FOR SOCIAL WORK EDUCATION**

Lawrence S., Yegidis B.

University of Central Florida ~ Orlando ~ United States

Over the last decade, educators have observed the increasing demands that college students of the “me generation” have made upon them with respect to grades and their expectations for faculty taking responsibility for their (students’) learning. This phenomenon has been described as “self-entitlement” or “academic entitlement” by researchers. These terms describe the attitudes and behaviors that college students demonstrate by expecting faculty members to meet their unreasonable demands for special attention to their personal needs and wants. These attitudes and behaviors are expressed orally in class, as well as in e-mail and text messages students send to faculty members. An example of such a communique recently reported (paraphrased) is “I can text in class if I want to, because I am paying for this class and can do whatever I want during this time.” Another demand by a graduate student upon a faculty member was that the faculty member hold a class by SKYPE so that the student who would be traveling and therefore missing class could participate, rather than be counted as absent for the class.

The purpose of the present study is measure academic entitlement among students in the College of Health and Public Affairs (COHPA). The study is designed in two phases. Phase I was designed to explore whether MSW students demonstrated attitudes and behaviors of academic entitlement through focus group interviews. Phase two was designed to describe more explicitly these behaviors through the administration of the Academic Entitlement Questionnaire (AEQ) by Kopp, et. al, 2011), and to compare social work students behaviors with other majors in the College where the study took place. These majors included criminal justice, health services administration, physical therapy and public administration. Future study plans aim to compare entitlement attitudes of Social Work students to Social Work Students in European countries.

OC.05-2 Session 5 - parallel session 2

OC.05-2.1

MOTIVATING SOCIAL WORK STUDENTS TO DEAL WITH INTERNATIONAL EXPERTISE

Spilgies J., Laging M.

Esslingen University of Applied Sciences ~ Esslingen ~ Germany

German social work graduates usually take up employment in Germany and - unlike in the production sector - their jobs cannot be transferred abroad. So why should German social work students take courses instructed in English? Why invest additional effort to learn about international social work and deal with social problems within a global context? To those who strive to bring international expertise into social work curricula, the answer is obvious: Globalisation and European integration are putting social problems into an international context. International competences increasingly form an integral part of professional social work practice. Hence it is important both to upgrade curricula and to motivate students to deal with international and intercultural content. Since 2012, students of the Bachelor degree program in Social Work at Esslingen University of Applied Sciences can choose the Study Path INTERNATIONAL and acquire international professional competence in three areas: language expertise, international expertise and intercultural expertise. To successfully complete the Study Path, students have to obtain at least 15 credits both in international and in intercultural expertise. These credits are also part of the regular degree program and count towards the 210 credits for the qualification B.A. Social Work. Furthermore, students must demonstrate certain language competences in English until graduation. Successful completion of the Study Path INTERNATIONAL will be noted in the degree certificate. By giving students a choice and by recognizing their effort in the degree certificate, the Study Path INTERNATIONAL turned out to be a good tool of motivation: Since its implementation, about one third of the students have chosen the Study Path INTERNATIONAL every semester. In addition and as an intended effect, the number of students spending a semester abroad has risen significantly both for study semesters and for practical semesters abroad.

OC.05-2.2

AN EDUCATIONAL EXPERIMENT OF INTERNATIONAL COMPARISON IN SOCIAL WORK

Boucher M.

LERS-IDS ~ Canteleu

Manuel Boucher & Mohamed Belqasmi:

Within the framework of an Erasmus Intensive Program, we experimented an educational approach of « compared social work », mobilizing social work students, researchers and teachers of training institutions in social work from France, Italy, Spain and Belgium. The objective of the program was double. It was a question, on one hand, of bringing contents of courses to the students, future social workers and/or already experimented social workers, concerning policies and plans of social intervention in the field of prevention and treatment of juvenile delinquency, and on the other hand, of building an European module of training based on the principle of the comparison of the policies and the practices of social intervention. The program based on the implementation of a permanent link between theoretical and practical contents, as well as on a comparative approach of social policies and practices in the domains of the treatment of juvenile delinquency and child welfare. In the practice, the students and the teachers benefited from a pedagogy based on the alternation of courses, tutorial classes and observations of the professional practices realized in situ from a guide of observation common to the various groups of students and teachers. Besides, to favor the exchanges and the European comparative dimension, every group was constituted by students and teachers stemming from various partner countries. Besides, the program mobilized several disciplinary approaches (political sciences, sociology, social work, pedagogy, anthropology, education sciences, law), allowing the students and the teachers to identify the various manners to approach the treatment of juvenile delinquency and child welfare, but also to identify the emancipating existing practices, while holding in account of the political, cultural and institutional specificities of every national and local context.

OC.05-2.3
INTERNATIONAL SOCIAL WORK AS A COOPERATIVE SPECIALIZATION

Hellmann W.

University of Applied Sciences Osnabrück ~ Osnabrück ~ Germany

In the study programme B.A. Social Work at the University of Applied Sciences Osnabrück (Germany), the students can choose a specialization called International Social Work. This specialization consists of three modules (15 credits). It is realized in cooperation with the University of Lincoln (UK) and the University of Malmö (Sweden). All modules always involve students and lecturers from the three countries.

The short presentation will give an insight into the themes and organization of the specialization.

OC.05-2.4
INTERNATIONALISATION OF DOCTORAL EDUCATION OF SOCIAL WORK IN EUROPE

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University of Ljubljana ~ Ljubljana ~ Slovenia

In this paper we will reflect upon doctoral education of social work and its internationalisation in Europe after the Bologna reform of European higher education area. The presentation will update an overview about the state of doctoral studies of SW in European countries and discuss the impact, chances and obstacles of its internationalisation.

Internationalisation has got a central value in the higher educational area in Europe (area beyond EU). Transferability of credits and Erasmus teachers (and students) exchange created a new environment of opportunities to collaborate and create international open space in the field of social work. Internationalisation of doctoral studies in social work developed in several directions: 1. including courses on international social work in the curriculum, 2. attracting foreign students to enrol into their programme, 3. attracting foreign teachers and researchers to participate in lectures, supervision or as an external examiners, 4. creating informal (not accredited) networks of students and teachers like and 5. creating common European doctoral programmes that is fully recognised by the nation states.

The authors are involved in an European doctoral programme with the title 'International doctoral studies in social work' (INDOSOW). Based on 10 years experience with the programme they focus on main advantages, benefits and main obstacles. They also have experiences in the international 'Social Work & Society' Academy (TiSSA) doctoral networking and in the Nordic-Baltic doctoral school of Social work. The presentation will offer a chance for comparative reflection of the value and impact of internationalisation in these experiences. We also discuss how European level of doctoral studies in SW promotes the research and scientific capacity of social work.

OC.05-2.5**INNOVATIVE PERSPECTIVES IN SOCIAL WORK EDUCATION: CROSS - EUROPEAN BLENDED LEARNING OF PART-TIME STUDENTS**

Andrioni F.^[1], Marica L.^[1], Turtiainen K.^[2], Kokkonen T.^[2], Ferreira J.^[3], Pena M.^[3], Sugman Bohinc L.^[4], Sadauskas J.^[5], Hlousek J.^[6]

^[1]University of Petrosani ~ Petrosani ~ Romania, ^[2]University of Jyväskylä ~ Kokkola University Consortium Chydenius ~ Finland, ^[3]University of Lisbon ~ Lisbon ~ Portugal, ^[4]University of Ljubljana ~ Ljubljana ~ Slovenia, ^[5]Mykolas Romeris University ~ Vilnius ~ Lithuania, ^[6]University of Hradec Kralove ~ Hradec Kralove ~ Czech Republic

The European Social Work education it is necessary to be adapted to the contemporary requirements and to the particular needs of students. New options and new ways of learning may lead to the strengthening the European Social Work education by offering new type of short-time participation and internet-based internationalisation of social work education especially for those kind of students who are not able to take use of the conventional mobility options for internationalisation and for adult working part-time students. In this paper is described evolution and results of an european project entitled « Cross-European Blended Learning of Part-time Students » financed by EASSW and implemented by University of Petrosani (Romania), in partnership with five other European universities : University of Jyväskylä (Finland), University of Lisbon, (Portugal), University of Ljubljana, (Slovenia), Mykolas Romeris University, (Lithuania), and University of Hradec Kralove, (Czech Republic), by using as research methods: analysis of project documents and the observation of concrete results of the project.

The project based on educational frame for international blended learning where the content can be shifting from year to year. For the first pilot phase in the run time of the project in 2014-2015 the topic is “Application of the Global Agenda of Social Work in the Education“. The aim of the project is to establish a blended learning-based form of joint module, which enables active European connection and joint learning for the students and train the teachers to use blended learning for internationalisation from the partner universities. The most important results of the project are : a) equality in the internationalisation of Social Work Education, b) improved skills in using blended learning methods, c) new European frame of Learning Module ; d) internet-based learning material development of new Erasmus Agreement.

OC.05-3 Session 5 - parallel session 3**OC.05-3.1****UNDERSTANDING THE SIGNIFICANCE, AND PEDAGOGY OF INTERNATIONAL SOCIAL WORK**

Karandikar-Chheda S.

The Ohio State University ~ Columbus

Social workers around the world face renewed challenges as the needs of people that we serve change and evolve on a regular basis. In the current context of globalization and changing trends in humanity, it is imperative that we include international dimensions within social work education.

Most academic programs that train social workers are attempting to develop courses on international social work for undergraduate and graduate students. While there are several different curriculums and formats used by educators, there is uncertainty around which among the wide spectrum of topics available to focus on and what content needs to be taught.

As an educator of international social work for the past five years, I will first highlight the need and importance of teaching international dimensions of social work to students at both graduate and undergraduate levels. I will then highlight important topic areas such as; poverty, disaster management, health inequities, war and conflict, reproductive rights, etc. that need to be addressed while teaching international social work. I will highlight the importance of including dialogues on diversity, social justice and inequality within the international social work course work. I will also discuss the need to highlight the role of global organizations such as the UN, World Bank and WHO in addressing needs of the world population. Finally, I will discuss the various pedagogical methods that can be used to engage students in the classroom and share ideas on syllabi and assignments that can be utilized by educators. In summary, this presentation will provide hands-on information to students as well as fellow educators on importance of international social work as well as the techniques that can be used to teach in class.

OC.05-3.2**COMPARATIVE INTERNATIONAL RESEARCH IN SOCIAL WORK. CHANCES AND DIFFICULTIES**Labonté-Roset C.*Alice Salomon University ~ Berlin ~ Germany*

I will exemplify my theme on a research project about the public participation of the youth in the countries Morocco, Tunisia, France and Germany, executed in 2009 - 2012 by 4 national research groups.

The decisions to be made were

- the use of a common language -French - and how to be aware that every translation and comparison of cultures includes epistemological problems.
- to clarify that the used definitions etc. - eg “youth” or “participation” have the same or similar significance
- to decide about the used methods -group discussions and complementary individual interviews- and create a guideline herefore, finding also necessary compromises between the different national scientific traditions .

Becoming much important also in the evaluation and comparison of the results.

- to identify the selected you groups and their age, taking in consideration urban and rural areas and probable desynchronisations of the length of adolescence.
- to identify similar similar types -existing in official or unofficial frameworks- and main themes of the different youth groups, accepting after the first pilot investigations, also their different national focus points.

Conclusions:

Difficulties: More needed intensive meetings an discussions

Chances: To learn more from each otther, finding complements to leave familiar pathes, to find new possibilities.

OC.05-3.3**ADDING A COURSE ON ‘GLOBAL CHALLENGES’ IN THE SOCIAL WORK CURRICULUM**Lievens P.*Karel-de-Grote University College ~ Antwerp ~ Belgium*

Karel-de-Grote University college started this academic year a compulsory course ‘Global Challenges’ to all third-year social work students from all specialisations, which include in Flanders: general social work, legal counselling, socio-cultural work, arts and cultural mediation and human resource management.

‘Global challenges’ certainly adds an international dimension to our education and the global aspects of their future job. And yes, it touches on the changing identity of the social work profession and prepares students for the future. But the primary merit of learning about global challenges is offering what education at its best can be, based on the meaning of the ancient Greek word ‘scholè : education as free place, away from labour where students can get loose from what determines them.

Competencies oriented education focuses on ‘education as preparation’.

Schools of social work should prepare students as good as possible to a place in the labour market. But, ‘global challenges’ focuses on ‘education as separation’. Schools of social work should help students to free themselves from culture and habits they are so attached to. Find their own passions and dream about the beauty when achieving our full human potential.

This presentation will familiarise you with the content and pedagogical methods used in Global Challenges and invites you to discuss the advantages and disadvantages of the course, its approach and its position in the social work curriculum

OC.05-3.4**TEACHING COMMUNITY DEVELOPMENT WITHIN AN INTERNATIONAL CONTEXT**Larsen A.K.*Bergen University College ~ Bergen ~ Norway*

European social work education has been dominated by individual and family related social work, while focus on community development and the impact of the local society as well as the global ecological and economic challenges get less attention. Young students are drawn between the excitement of getting to know the world by having placement in other continents and on the other side to stay at home to secure a job in their own country. As a result of globalisation, the open labour market and the increase of immigrants in all European countries, future social workers will meet people from other cultures in need of their help and social service. To be able to help and communicate the social system to people from other cultures, cultural understanding is important and need to be learned. It is important that the social work educations offer students different opportunities to learn how to meet these challenges. The Social Work Virtual Campus Consortium (<http://vircamp.net>) has for many years been offering online courses in international community work methods. By working online with students from different countries students have developed project plans for community work actions. This is one of several ways educational programmes can train students in community development. By offering a curriculum presenting a global perspective on how community work/community development and environmental crises have been handled the students get ideas about how to address societal issues and how to work with people from a bottom-up perspective, activating their resources, making use of their social capital. The presentation will outline how this programme has been developed, students' activities and learning outcomes, and how it has been and can be integrated in the BA programmes.

OC.05-3.5**100 YEARS OF INTERNATIONAL EXCHANGE IN SOCIAL WORK (EDUCATION) FROM A GERMAN PERSPECTIVE: IDEAS, ACTIVITIES AND OUTCOMES**Paulini C.^[1], Kruse E.^[2], Wagner L.^[3]*^[1]Christa Paulini ~ Hildesheim ~ Germany, ^[2]Elke Kruse ~ Düsseldorf ~ Germany, ^[3] Leonie Wagner ~ Holzminden ~ Germany*

The aim of the presentation/workshop is to analyze the different characteristics and forms of international exchange in a historical context and with regard to a gainful exchange of students and academic staff. The history, the earnings and the impacts of international exchange in social work and social work education will be discussed. Starting with the "pioneers" who regarded exchange as self-evident we will have a look on their manifold activities to initiate international conferences and associations, international exchange of students and comparative research about social work education, to visit other countries and to transfer methods, theory and ethics from abroad into their own country and into the curricula. Further on the ruptures caused by two World Wars and the rebuilding of Social Work with international support afterwards will be analyzed as well as the one-sided international orientation during the Cold War. The Bologna process offers new possibilities for exchange and international perspectives making visible the still existing limitations at the same time. Results of current researches from different countries about the impact of exchange programs for professionals in social work will be investigated with regard to the possible earnings for students. Taking historical experiences into account we will examine two programs of international exchange in Social Work Education and discuss outcomes and possible improvements. The different perspective of students/lecturers/practitioners and the different development of social work education and social work practice shall be recognized as well. The three presenters will refer to their current research and bring together results from different angles of the topic.

OC.05-4 Session 5 - parallel session 4

OC.05-4.1

ENGAGING WITH THE EUROPEAN OBSERVATORY OF THE GLOBAL AGENDA

Lawrence S.^[1], Meinema T.^[2]

^[1]EASSW ~ Utrecht ~ Netherlands, ^[2]ENSACT ~ Utrecht ~ Netherlands

The members of the European Network for Social Action (ENSACT) have worked together since 2007 to promote the human rights based approach of social work, social work education and social policies, in line with the objectives of the Global Agenda but with a view to producing practical solutions at the local and regional level. The mission of ENSACT is to collectively promote these issues: a more inclusive society, a stronger role for service users, and a closer cooperation between professionals. These issues correspond closely to the priorities of the Global Agenda.

ENSACT is committed to ensuring a quality process for collecting, analysing and disseminating materials that exemplify good practice, while taking into account the diverse perspectives that ENSACT partners bring to the work. We envisage a reciprocal process in which ENSACT partners invite their members to submit good practice examples and in turn endeavour to disseminate to their members the resulting wealth of information and resources, which can be used both in teaching and in practice.

In this session we will argue that the European Observatory represents a unique opportunity not only to collect but also to disseminate innovation in practice, service user inclusion, education, policy and research. We will demonstrate how items submitted to the Observatory are valuable resources that will be freely available to utilise in learning and teaching contexts.

OC.05-4.2

GLOBAL AWARENESS AND INTERNATIONAL DIMENSIONS IN SOCIAL WORK EDUCATION - EXAMPLES FROM THREE NORDIC SCHOOLS OF SOCIAL WORK

Alseth A.K.^[1], Flem A.L.^[1], Jönsson J.^[2], Strauss H.^[3]

^[1]Sør Trøndelag University College ~ Trondheim ~ Norway, ^[2]Mid Sweden University ~ Östersund ~ Sweden, ^[3]Metropolitan University College ~ Copenhagen ~ Denmark

Consequences of globalization and increasing diversity for human societies at local, national and global levels are key issues in social work. Three Nordic schools of social work have during the last decade strengthened the global dimension of social work in their curriculum and field practicum. This presentation examines how social work education can play an important role in addressing neoliberal globalization and its impact on the welfare state in order to prepare social work students for a global field of social work promoting social justice. Emphasizing international perspectives and experiences in our social work education have especially given priority to develop students' competence in assessing global power structures and the neoliberal organization of welfare systems where efficiency, individualization and standardization are prevalent. This includes improvement of students' ethical awareness, critical reflections on own values and beliefs.

The presentation is based on a comparative study of three curriculums of international and intercultural social work programs in Denmark, Norway and Sweden. Through comparing how the different schools structure and address international components in their theoretical courses and field practice, core issues crucial for social work are developed.

The study, which is based on cross-national collaborations in social work education, show that teaching international social work should include attention to sustainable social work and postcolonial critique of the current world order generating inequalities and injustices. This requires critical knowledge, close supervision and attention to common global challenges. Experiences from the three Nordic schools of social work imply that stressing the core values of social work based on the principles of social justice, human rights, collective responsibility and respect for diversities are crucial for developing the social work education addressing both the uniqueness of individuals with concerns to structural factors.

OC.05-4.3**GLOBAL AGENDA FOR SOCIAL WORK & SOCIAL DEVELOPMENT**

Jones D.^[1], Truell R.^[2]

^[1]IFSW ~ Northampton ~ United Kingdom, ^[2]IFSW ~ Basel ~ Switzerland

The Global Agenda for Social Work and Social Development, as a document and a process, is part of a long-term strategy designed explicitly to strengthen the profile and visibility of social work and social development, to boost the confidence of social workers, and to enable social workers, educators and social development specialists to make a stronger contribution to policy development. It is intended to help re-position the global social work professional community, together with social development professionals, as a core source of information about social problems and of creative responses to these. The aim is to ensure that the experience and skills of social professionals are recognized and applied to achieve sustainable, collaborative outcomes drawing on the acknowledged skills of social workers in creating multifaceted, pragmatic solutions to highly complex problems, both individual and social. The presentation will briefly review the history of the process and the findings of the first global report on social work and social development. It will explore the vision for the Global Observatory and the 2016 world conference and help participants prepare for World Social Work Day 2015 and to consider submissions to the Regional Observatory.

OC.05-4.4**A CONSTRUCTIVE ANALYSIS OF INTERNATIONAL AND EUROPEAN ORGANIZATIONS OF SCHOOLS OF SOCIAL WORK. PAPER, PERSPECTIVE AND STRATEGIES**

Leitão Ferreira J.M.

ISCTE - University Institute of Lisbon ~ Lisboa ~ Portugal

Categorized the collective representation of social work schools to levels of the organization, representation, political influence and define development strategies and innovation of social work as a science and profession at international institutions.

We analyze the important role that they should take place in social work in public space debates and movements and the scientific underpinning of agendas and decisions of public political / social and social protection systems. Still debating the role of these organizations in the construction of social and humanized plan of contemporary society strengthened for Human Rights. Through an exploratory study of a mixed nature (quantitative and qualitative) present results that justify a new guidance and strategic direction of these organizations in order to impose the integration of this area of knowledge in defining the guidelines of social welfare models for this millennium and social and human development plans in the context of globalized society and generating setbacks and challenges.

Systematized information in three areas:

- Perception of social work schools on their international and European level of the role and most obvious action in the field of social work; Vicenta Rodriguez
- Scientific and political dimension of these organizations in international institutions: OCDE; Commission and European Parliament; UN; OMS; OIT; European Human Rights Council; Jorge M.L. Ferreira

- Strategies and challenges of international and European organizations of Social Work Schools, for the development of social work area as a science and profession in this millennium. Jorge M.L. Ferreira and Vicenta Rodriguez

OC.05-4.5**GLOBAL VALUES, LOCAL SOLUTIONS: CREATING DIALOGUE THROUGH LEARNING**Walker J.*University of Lincoln ~ Lincoln ~ United Kingdom*

Despite the increasingly international nature of social problems, social work education around the world remains largely rooted in local and national level policies, regulations and traditions. This can leave social workers poorly prepared to respond to engage with global dimensions of social work including the ability to work in other countries, on international projects or with service users from different cultural backgrounds. It has also prevented the transfer and sharing of innovation between social work professionals and academics, who must focus on national contexts. At the same time, social work in European countries has a strong reputation worldwide, which will enhance the attractiveness of an explicitly inter-European programme that unites the strengths of various countries and institutions. Focussing on the Erasmus Mundus MA Advanced Development in Social Work, a new Programme developed and delivered by a partnership of five European Universities aimed at social workers from all over the globe, the rationale for its development will be provided. An explanation will be provided as to the development and nature of the delivery partnership, the Programme approach and the pedagogical approach taken. This has included negotiating and developing a variety of innovative pedagogical methods relevant to a course at this level. The Programme Team will reflect on the lessons and implications for social work education. Students undertaking the Programme will highlight the challenges and benefits of undertaking the Programme, including the issues of mutual learning; multi-cultural and multi-valued North-South student representation; making sense of social work practice and reflective practice and learning. Students will reflect on the development of their identity as global social workers and the implications for their practice. Key messages for mutual learning and development for global social work will be highlighted.

OC.05-4.6**A POST-COLONIAL PERSPECTIVE ON DEVELOPING SOCIAL WORK EDUCATION IN CENTRAL ASIA**Murphy T.*Teesside University ~ Middlesbrough ~ United Kingdom*

This paper proposes a model for understanding the development of the social work profession in Central Asia, based on post-colonial theory. The author discusses Uzbekistan, the most populous country and cultural heart of Central Asia and its developing modern social work education and practice. The end of soviet era occupation and hegemony in Central Asia have produced social problems common to many states in post-colonial situations. Poverty and colonially distorted economies merge with national and ethnic tensions and severe ecological disaster to produce a range of severe social problems. Drug and alcohol abuse, domestic violence, child abuse and Aids/HIV are challenges, together with specific regional issues around forced labor, the exclusion of children with disabilities and child abandonment linked to labor migration. A series of national consultancies to Uzbekistan were carried out by the author from 2006-2014, in relation to developing a modern social work education system, and the creation of contemporary Social Work teams based in the community, as part of large-scale, deinstitutionalisation planning. The model discussed in this paper is one in which the sole development of modern curricula in universities has been replaced by a dual focus on developing parallel retraining programmes for existing institutional staff in order to offer new community careers, better promote deinstitutionalisation and to gather momentum for social work as an emerging profession. The national system of locally based semi-formal support for families, 'Mahalla', is being integrated into a multidisciplinary model in which holistic modern social work models work with traditional community practitioners to develop sustainable solutions. The challenges of developing effective modern social work education and practice in the complex political, cultural and institutional context of Central Asia is examined together with the particular utility of post-colonial theory in pointing to a regional way forward for social work.

OC.05-5 Session 5 - parallel session 5

OC.05-5.1

**THE TRANSATLANTIC TRADE AND INVESTMENT PARTNERSHIP,
DEMOCRACY AND YOU: REAL LIFE MONOPOLY**Kestel O.*HAWK ~ Hildesheim*

The shifting balance and escalating tensions between social, political and economic interests continue to represent a threat to democratic principles and civil society's. The Transatlantic Trade and Investment Partnership (T-TIP) negotiations will have lasting implications for the health and welfare of citizens worldwide. Competition for increasingly scarce resources, the recent U.S. Supreme Court decision assigning personhood to corporations, allowing an unlimited flow of money into political campaigns, questionable U.S., European Union (EU) and non-EU government enforcement of environmental and trade policies regarding consumer protection, weakening of labor unions and public services, add up to abysmal implications for human and social rights. One example is the investor-to-state dispute settlement that could have a massive impact on the legislation of the parties of T-TIP.

Human rights organizations, ordinary citizens, NGO's, parliaments and political parties, to name a few, are all weighing in on the connections and significance of the ongoing deliberations for their interests. The outcome of the TTIP debate will ultimately determine the winners and losers for current and future generations to in this real life monopoly game.

This presentation will focus on an overview of the implications of TTIP for a selection of European countries and the U.S. We will address the cost to civil and democratic societies, selected populations at risk, while ultimately reflecting on the implications for social and economic justice. The affections on Social Work as a human rights profession will also be discussed.

The presenters anticipate structuring the presentation in an interactive format that will actively encourage audience participation throughout this presentation.

Co-presenter: Dr. Denise Ellis, Kean University, New Jersey/USA

OC.05-5.2

SOCIAL PROTECTION FLOORS IN EDUCATIONHettes M.*St. Elizabeth University of Health and Social Sciences ~ Bratislava ~ Slovakia*

Social work is on human rights based profession that promotes social change and development. The main activity of the International Council on Social Welfare (ICSW Europe) nowadays is promoting social protection floors initiative that was approved also by all EU states.

Social injustice and growing inequalities threat social cohesion and welfare globally and locally as well. ICSW, IASSW and IFSW jointly have prepared the Global Agenda on Social Work and Social Development. Promoting social and economic equalities is precondition for sustainable life. Promoting the dignity and worth of peoples means to accept all human rights and to improve them. Working toward environmental sustainability represents necessity of complex understanding of the human being on the Earth and its mutual interdependence. Strengthening recognition of the importance of human relationships will help to avoid isolation of individuals, family members, generations, nations and help to maintain social peace and peace generally. Well known human right to social protection have begun to be accompanied with proposed right to guaranteed social minimum. Future social workers have to have adequate knowledge about the substance of human rights for their decision making based on discretion. Human rights are generally influenced through history, tradition and cultural roots. They can be different in time and in space. Social workers have to be aware of changing global world and in their practise have to be prepared to work with different populations. Future social workers through curricula have to obtain comprehensive knowledge of human rights and accordingly to use them in their practise.

Last development requires new international human rights instruments like is the case of elderly or social protection minimum. Social work has to play active in this movement.

OC.05-5.3**IS SOCIAL WORK EDUCATION ABLE TO CONFRONT THE CHALLENGES OF NEOLIBERAL PRACTICE?**

Spolander G.^[1], Ornellas A.^[2], Xavier G.^[3], Martin L.^[1], Busceme C.^[4], Engelbrecht Lambert K.^[2]

^[1]Coventry University ~ Coventry ~ United Kingdom , ^[2]Stellenbosch University ~ Stellenbosch ~ South Africa, ^[3]Loyola College ~ Chennai, ^[4]Calabria University ~ Cosenza ~ Italy

The new global definition of social work recognises the profession as being practice based as well as an academic discipline that promotes social change and development, social cohesion and the liberation of people (IFSW, 2014). Underlining this shift are core principles including social justice, collective responsibility and respect for diversities (IFSW, 2014). The authors will explore and promote debate on the importance of structural; social; political and economic influences to social work practice and education. They recognise that international trends of implementing neoliberal and financialisation models are having a variety of intended and unintended consequences on societies, values and the profession (Spolander et al, 2014). Consequences include widening social inequality (Picketty, 2014); worsening health outcomes (De Voghli, 2013); deteriorating social, psychological and mental coping (De Vogli et al, 2013) and increasing penalty (Wacquant. 2009). Drawing upon the experience of a 6 country social work education comparison, they question whether initiatives such as the Global Agenda (Jones and Truell, 2012) will fulfil its potential by providing a critical professional rallying point, encourage collective responses and critical social work training. Social work education must strengthen its theoretical understanding and role in wider society (Garrett 2013), otherwise global social workers like many European colleagues may avoid political positions or challenges regarding government welfare policy (Lorenz, 2005). The profession must respond to the challenge of the new global definition recognising complexity of global social work practice, education and research. The promotion of critical social policy education, understanding and intervention should move beyond knowledge and awareness (Gal & Weiss-Gal, 2014); to engage, with promoting policy education, analysis and change beyond immediate day to day practice in order to address the structural challenges of contemporary education, practice and society. Funding: Research received funding from the EU Seventh Framework Programme (FP7/2007-2013) under grant agreement No. 295203.

OC.05-5.4**SUPERDIVERS CITIES: SOCIAL WORK IN THE FRONTLINE. DIVERSITY-CONSCIOUS COMMUNICATION AS A PIVOTAL SKILL FOR SOCIAL WORKERS**

Koning M.^[1], Tirions M.^[1], Geldof D.^[2]

^[1]Artesis Plantijn Hogeschool - UAS ~ Antwerpen ~ Belgium, ^[2]Karel de Grote Hogeschool - UAS ~ Antwerpen ~ Belgium

Purpose:

Superdiversity is a term increasingly used in the professional debate. In our contribution we clarify the concept and relate it to the challenges for social work practice. Superdiversity is a new concept - perhaps even a paradigm - to indicate that we are in a transition to a new demographic and societal reality, especially in Western European cities. Superdiversity brings in the international dimension in social work practice in urban areas. Our basic question is: what does this transition mean for social work and for the social work practitioner?

Description:

What does superdiversity mean for frontline social workers or other welfare and care professionals? Superdiversity is not synonymous with what we call 'diversity' or 'multiculturalism'. It relates to an increasing diversity-in-diversity. It is most important that social work relates to this emerging paradigm, both conceptual and practice related. Increasingly, people with very different migration or cultural backgrounds end up in the same basic services. Being able to deal with this superdiversity is a basic skill for nowadays frontline practitioners.

Central in our contribution is the question what superdiversity means for interpersonal communication between professionals and service-users. We promote a systemic, inter-sectional based approach (Hoffman, Topoi 2013). From a sociological perspective we illustrate the growing need for a diversity-aware communication and outreach towards service-users. Focus lies on the emancipatory position of social work, avoiding the risk of culturalization of social problems.

Conclusion:

Social workers need to be trained in dealing with the challenges of a superdivers client-public in a superdivers city. An open attitude, diversity-conscious communication and basic insights in the sociological context enable social workers to keep seeing each individual as unique person and to keep focus on emancipation.

In our presentation we elaborate the topic and we make room for active dialogue with the audience.

OC.05-5.5 SOCIAL WORK AND ASYLUM SEEKERS IN IRELAND

Foreman M.^[1], Ní Raghallaigh M.^[2]

^[1]*School of Social Work and Social Policy, Trinity College ~ Dublin ~ Ireland,* ^[2]*School of Applied Social Science, University College ~ Dublin ~ Ireland*

Purpose

More than 4,000 asylum seekers, many of them children, currently live in the Irish Direct Provision system where the average length of stay is four years. This system, which provides asylum seekers with an allowance of €19.10 per adult and 9.60 per child per week and houses them in institutional type settings, has been criticized in relation to the impact that it has on those living within the system. This paper will explore the risks to children and families of living within the Direct Provision accommodation system from the point of view of social workers.

Method

Drawing on preliminary findings from research with social workers on their experiences of referrals from Direct Provision, as well as on existing research and case reports, child and family welfare concerns that have been raised about this system will be presented. The findings raise concerns about the impact of living indefinitely within institutions that were not designed for long-term residence. Reports have drawn attention to mental health issues, child protection concerns, malnourishment, poverty, exclusion, lack of play space, and exposure to violent and sexual behaviour. While resilience and protective factors help to protect some children and adults from harm, the serious risks posed for many of those living in Direct Provision will be discussed.

Conclusion

There is a need for further qualitative research into the ways in which children and their families living in direct provision are coming to the attention of child and family welfare social workers, and the types of issues being raised, with a view to continuing to inform change in this area. Social workers should be encouraged and supported to use the information gained from their casework to argue for more humane forms of accommodation for all asylum seekers.

OC.05-5.6 STUDENTS' PERSPECTIVES ON SOCIAL WORK CHALLENGES RELATED TO HUMAN RIGHTS AND PUBLIC HEALTH. EXPERIENCES FROM A NORDIC/BALTIC INTENSIVE PROGRAM

Kjørstad M.^[1], Maria W.^[2]

^[1]*Oslo and Akershus University College ~ Oslo ~ Norway,* ^[2]*University of Linköping ~ Linköping*

This paper will present experiences from a European Intensive Programme: Human Rights, Public Health and Social Service Challenges on Local Government in the Nordic-Baltic Sea Area. We will analyse and discuss the outcomes of the program, and identify the effects of this kind of cross-national collaboration. Our research questions are:

- 1) How is social work challenges described according to public health and human rights issues by young students in the Nordic/Baltic Sea Area, and how can differences and similarities be explained from a social work perspective?
- 2) How can this kind of educational programmes contribute to the understandings of social work, and promote encouragement and engagement with global development?

The programme was about implementation issues related to human rights and public health on the municipality level, and to make comparisons between welfare policies and influences on professional practices. 37 students from five countries (Latvia, Lithuania, Poland, Sweden and Norway) from disciplines such as social work, political science, psychology, economy and innovation studies attended the 2014 programme.

The methodology used was a document analysis of the students' exam papers. The analysis was carried out by content analysis to identify concepts and categories.

During the course, the students identified different welfare systems and demographical changes. They were concerned about differences in preconditions and quality of life between the countries. Similar challenges with respect to human rights and public health issues were described, but different solutions were often suggested. The study presents an interesting picture of how the coming generation of social and welfare workers may perceive and understand the differences in life conditions. Our conclusion is that international and interdisciplinary programs where students get the opportunity to meet each other and work with overarching and transnational issues have a great potential for engaging students in global development in a rapidly changing world.

OC.05-6 Session 5 - parallel session 6**OC.05-6.1****CROSS CULTURAL SUPERVISION: IMPLICATIONS FOR HIGHER EDUCATION**Wall J.*San Jose State University ~ San Jose*

Higher education increasingly is becoming more complex and challenging within a ever changing global context. This situation is evident in the European Union; especially since the Bologna Agreement. Training social work students within this reality requires internship supervisors to successfully supervise students from different cultural backgrounds. Establishing successful supervisory relationships requires supervisors to have particular knowledge, skills and sensitivity in order to build rapport and develop a positive supervisory relationship with their international students. In order to achieve such successful relationships require exploration and discussion between supervisors and students regarding their cultural backgrounds, their cultural similarities and differences, and how these realities may affect their supervision experiences with one another. In order for the supervisor need to be culturally aware of their own culture and to be able to discuss their values, beliefs and cultural norms with their international students. Strategies for being successful in these endeavors will be explored.

Supervisors need to understand and appreciate the unique challenges that often confront their international students. The presentation will explore some of the usual challenges that student encounter when adjusting to a new culture.

A multicultural framework for supervision will be presented. This framework will include: 1) establishing rapport and a positive supervision relationship; 2) implications of cultural similarities/differences within the triadic relationship of supervisors, trainees and clients; 3) a focus on how these similarities/differences impact the supervision and interventions with clients; 4) explore cultural differences/similarities that may create issues in supervision such as the supervisees' thoughts and feelings related to the culture of their supervisors and clients, as well as vice versa; 5) establishment of realistic learning goals; and 6) providing constructive feedback to students.

OC.05-6.2**SOCIAL WORK EDUCATION IN A LOCAL AND GLOBAL CONTEXT - Reflections and Perspectives**Christensen J.*Malmö University, Dept of Soc work ~ Malmö ~ Sweden*

With internationalization is intended everyone the activities that aim to stimulate exchange and knowledge development, irrespective of it concerns students, teachers or other staff category. Social work problems and challenges needs to be seen in a local and global context and the education needs to be characterized by this. In social work education, internationalization means that one creates conditions for cooperation and understanding between the average nations, at home in our professional daily and abroad through various exchanges in studies, research and practice placements. Sometimes, a distinction is done between internationalization and globalization, where globalization intends a deeper cross-border integration, while internationalization intends cooperation between nations. The language of internationalization is to a high degree incomplete and how we use terms and words is very much based on our contexts. The purpose of this article is to problematize and to show how educational support in International Social work education from a Swedish perspective can be seen in the aspects of internationalization and globalization. Empirical base is observations and interviews. The theoretical frame of reference is provided by a Social Ecology modified model. A main contribution is that a continuous cross-border cooperation in Social work education in which teacher's work closely together with permanent meeting places, the social context in itself for students and teacher's may create a new framework for the planning and development of the Social work discipline.

Key words: social work, education, internationalization, globalization, development

OC.05-6.3**ESCO (EUROPEAN SKILLS /COMPETENCES, QUALIFICATIONS AND OCCUPATIONS) GROUP. A CHALLENGE FOR THE EASSW**

Campanini A.

Milano Bicocca University ~ Milano ~ Italy

In 2009 during the Forum Sectors' New Skills for New Jobs, it was clear that at European level the ideas about social work and social work profession were really imprecise.

Social workers were targeted as health professions, especially performing in the elderly sector.

It has been done, in that occasion, a great job to inform the group about the international definition, the specific role and the education of social workers and the general recognition of this profession in Europe.

Some years after, the Commission decided to start a new project to increase the workforce mobility in Europe, creating a platform that will be translated in all the languages of the EU, to support the process of matching offers and requests in the job market.

Although some perplexities for this market oriented definition of competences, EASSW decided to participate in this very long and complex process.

The presentation will briefly offer a glimpse of the state of the art of this project and will discuss the importance to be in the group of Health and social services using this as an occasion to clarify the social work, social managers and social care roles and to make them visible and distinct from others helping professions

OC.05-6.4**LOCALIZATION MOVEMENT OF SOCIAL WORK EDUCATION IN GLOBAL AXIS**

Selcik O.

Hacettepe University ~ Ankara ~ Turkey

Social work education has been one of the disciplines showing high proliferation tendency. Since the Second World War, social work education owes much to the contributions of United Nations. The main perspective was to educate manpower for social welfare sector. The decision of United Nations Social Development Commission that it is a profession having own distinctive functions and educational requirements was a milestone in professionalization of social work. As a result of these advancements, like in many developing countries, social work education in Turkey was led by external dynamics rather than internal dynamics (Karatas, 2002b). Basing my ideas on these facts, in this globalized world, social work education should follow two dimensions: First, it should have international perspective educating world-scale social worker, and have local aspect meeting regional requirements which Turkey needs most now. In this study, new methods and approaches are proposed and discussed to engage students with global and regional needs and challenges.

TEACHING SOCIAL WORK AND SOCIAL
WORK EDUCATION IN TIME OF CRISIS

OC.06-1 Session 6 - parallel session 1

OC.06-1.1**BECOMING A SOCIAL WORKER IN TIMES OF CRISIS: A CRITICAL DISCOURSE ANALYSIS ON THE REPRESENTATION OF SOCIAL WORK IN THE GERMAN MEDIA**Barten A.*Alice Salomon University ~ Berlin ~ Germany*

Becoming a social worker entails a persistent examination of one's professional identity and the social position one inhabits. This self-reflexivity is repeatedly confronted with - and to a certain degree also responds to - dominant representations of social workers. Here media plays as an important role as do the often naive self-representations of the social worker as champion of social equality.

My talk draws on a research undertaken in the context of an international research project that employs Critical Discourse Analysis (CDA) in analysing the representation of social work in the German media. Special focus is on the media coverage of two (recent) incidents of casualties at a social work institution and at a refugee centre. The research project pursues the following questions: How are social workers represented - especially at moments when they seem to have failed? Are social worker represented in the media as important agents in times of crisis? What imagery and collective symbols are connected to social work?

Drawing on Michel Foucault, my talk will not only address what is represented and said about social workers, but also the underlying stereotypes and implicit associations with the profession.

In my paper, I will undertake a critical examination of the representation of social work and address the consequences of the dominant representation regimes for social work education in times of crisis.

OC.06-1.2**UNIVERSITY AND SOCIETY RELATIONSHIP: CHALLENGES AND OPPORTUNITIES IN THE POST-2015 DEVELOPMENT AGENDA**Raya-Diez E.^[1], Gómez-Pérez M.^[2]*^[1]Universidad del País Vasco /EHU ~ Vitoria ~ Spain, ^[2]Universidad de la Rioja ~ Logroño ~ Spain*

The purpose and (theoretical /educational) context of the presentation, The challenges of the Global Agenda for Social Work and Social Development are convergent with The Millennium Development Goals. They both established the need to integrate the principles of sustainable development into country policies and programs and reverse the loss of environmental resources. For this, interdisciplinary responses are needed with the relationship of actors from different areas. In this way, we will be able to give holistic and comprehensive answers to social problems, as energy poverty.

Energy poverty is a lack of access to modern energy services. In the developing world, energy poverty is still rife. Nearly 1.6 billion people still have no access to electricity, according to the International Energy Agency (IEA). In Spain, in 2012, 17% of households had disproportionate energy expense and 9% were unable to maintain their home at a suitable temperature in winter (Tirado, 2014: 3). The energy poverty reveals the violation of the right to an adequate housing. Taking as case of study the energy poverty problem, the purpose of our communication is analyze the opportunities and difficulties to introduce a interdisciplinary perspective in two fields of knowlegde: social work and engineering

A brief description of the methods used

We review the curricula of social work and electrical engineering of two universities to find and analyze the interdisciplinary perspective in them. To do that we made a content analysis of the aims, methodology and activities of the matters.

Conclusion

The university, as key actor in the social and economic development of a country, has a social responsibility aimed at responding to problems and social needs. We need to exploit the opportunities of the European Higher Education Area to enabling and promoting the exchange of knowledge between students and teachers from different disciplines.

OC.06-1.3**COUNTER-INTUITIVE SOCIAL WORK: RE-THINKING SOCIAL WORK EDUCATION**

Castro Varela M.D.M.

Alice Salomon University ~ Berlin ~ Germany

Before she became a play-writer, Chris Thompson was a social worker. In a posting in The Guardian on 31st January 2014 on her play “Carthage”, Thompson writes:

“I’m embarrassed about how idealistic I was and feel stupid about the fantasies I created in my head about “breakthrough moments” and unending thanks from grateful families whose lives I was going to turn around. I sometimes wonder if there was a sense of arrogance next to my naivety, but I do know for certain that my training was not fit for purpose and I was ill equipped.”

In times of crisis, radical social work approaches proliferate that seek to explore prospects of social transformation. At such times, it is paramount to resist the desire for “breakthrough moments” as they are unwittingly linked to an uncritical desire to flatten social complexities. In my paper, I argue for an auto-critical practice of social work that resists offering straight-forward quick-fixes and instead sees itself as part of the problem.

My presentation will try to outline a counter-intuitive social work practice. For this purpose postcolonial perspectives (Spivak) will be brought together with radical approaches on community organising (Alinsky). The aim is to facilitate re-thinking of mainstream evidence based social work approaches, while making connections to critical social work education.

OC.06-1.4**SOCIAL WORK UNDER OCCUPATION: THE PALESTINIAN STUDENT PERSPECTIVE**

Kokaliari E.^[1], Berzoff J.^[2]

^[1]Springfield College ~ Springfield, ^[2]Smith College ~ Northampton ~ United Kingdom

Purpose: This paper presents a qualitative study based on the collaborative efforts of US and Palestinian social work faculty to understand the emergence of social work in the Palestinian West Bank from the perspective of students. Our research question asked: How do Palestinian West Bank social work students understand problems facing their clients and the role of social workers in addressing them?

Description: Following IRB approval, 65 West Bank SW students completed a survey, which included demographic information and questions that pertained to students’ understanding of social work practice in Palestine. Phenomenological thematic analysis was employed.

Findings: The sample included female (n=40) and male (n=25) respondents. Participants were Palestinian and predominantly Muslim (n=64). Respondents described the erosion of individual, family, and group wellbeing related to poverty, unemployment, violence against women, imprisonment, lack of social medical services, as related to the separation wall and checkpoints. Separation of children from parents emerged as a major theme, leading to child labor and harassment. Students also identified depression, suicide, anxiety, and war related trauma. As social workers, they hoped to address social issues: prevent abuse of women and children, and address effects of violence. Importantly, students confronted similar acute psychosocial problems as their clients. Most reported coping with daily harassment at checkpoints and the difficulty practicing, as their degrees are not recognized in Israel. Interestingly, they overwhelmingly chose individual, intrapsychic treatment models.

Conclusion:

Students identified the most urgent problems faced by their clients with reference to the psychosocial impacts of the occupation. Further research is necessary to understand why students primarily identified intrapsychic models as their theory basis and favored intervention method. These findings may reflect the impact of Western colonialism on the emergence of social work in nonwestern contexts. Implications for crossculturally competent teaching and practice will be discussed.

OC.06-2 Session 6 - parallel session 2

OC.06-1.5**QUALITY OF LIFE, ANXIETY, DEPRESSION AND STRESS AMONG ADULTS IN GREECE. IMPLICATIONS FOR SOCIAL WORK**Kokaliari E.*Springfield College ~ Springfield***PURPOSE**

In 2009 an economic crisis threatened Greece with bankruptcy. Since 2010 EU and IMF introduced radical austerity measures in exchange for bailout loans. Despite this intervention the recession continues to grow, causing a deep humanitarian crisis. Quality of life has significantly been impacted and mental health issues are on the rise such as depression and anxiety. This study aims to explore QoLife, Anxiety, Depression and Stress among Greek adults

DESCRIPTION

Following IRB approval 1007 adults in Greece completed a: (1) Brief Survey: This included age, gender, employment, financial status, and accommodation type, (2) Multicultural Quality of Life Index (MQLI) to assess quality of life, and (3) Depression Anxiety Stress Scales (DASS) to assess anxiety, depression and stress. Bivariate analysis, t-tests and one way ANOVA tests were performed.

CONCLUSION

The average Quality of Life (QofL) was 6.54. DASS scores indicated high levels of stress, depression and anxiety. QofL statistically differed between different income groups ($p < .0005$). Results were similar for Stress Depression and Anxiety ($p < 0.05$) indicating that people with lower income people had more stress anxiety depression and lower QofL.

MQLI, Anxiety and Depression scores statistically differed between employment status groups ($p < .05$), indicating that people with no employment had lower QofL but higher scores of anxiety and depression.

QofL scores significantly differed between the genders, with males scoring higher than women, ($p < 0.05$). Similarly DASS scores statistically differed, between women and men on all three sub scales Stress, Anxiety and Depression, ($p < 0.05$), with women scoring higher than men in all 3 scales.

This study indicated that QofL is affected in Greece particularly for women, the unemployed and those with lower income, while stress, anxiety and depression levels increased. This study has implications for practice and education.

OC.06-2.1**FROM WALLS TO BRIDGES: A COLLABORATIVE APPROACH TO SOCIAL WORK EDUCATION IN THE CONTEXT OF WOMEN'S PRISONS**Pollack S.^[1], Daley A.^[2]*^[1]Wilfrid Laurier University ~ Kitchener, ^[2]York University ~ Toronto ~ Canada*

The purpose of this presentation is to explore the ways in which an experiential learning approach which brings together incarcerated students and campus enrolled students can facilitate personal, community, and institutional change at a time of neoliberal crisis.

Increasingly North American neoliberal social policies have become more punitive, leading to a decrease in social welfare supports and an increase in incarceration rates, particularly of women, racialized minorities and people with mental health challenges. This presentation will examine The Walls to Bridges Program, a university-based educational program that draws upon the Inside-Out Prison Exchange program in the United States. Incarcerated and campus enrolled students study together as peers through a circle pedagogy, based upon the premises of Paulo Freire's Pedagogy of the Oppressed. It is a form of holistic learning, fostering intellectual, emotional, spiritual and physical engagement with the course concepts and with community of learners that develops. The program deconstructs and challenges dominant conceptions of who can be a 'knower', a 'criminal' and a 'social worker'. Our presentation is based upon a critical reflection on our experiences of teaching in women's correctional facilities, class scenarios, and the emerging research and scholarship on this type of social justice education.

We will focus on: the transformative potential of bringing together these two groups of students as peers, as well as the challenges; the impact of circle pedagogy and collaborative dialogue within a punitive neoliberal political climate and the 'total institution' of a prison; and how the Walls to Bridges educational model can be instructive for all types of Social Work education in which instructors aim to challenge firmly drawn lines between 'us' and 'them' and wish to establish new models of equalitarian learning communities.

OC.06-2.2**SOCIAL WORK AND SOCIAL WORK EDUCATION IN TIMES OF CRISIS. A COMPARATIVE BI-NATIONAL STUDY ON DISABILITY, SOCIAL CHANGE AND SOCIAL POLICY**

Limbach-Reich A.^[1], Zavirsek D.^[2]

^[1]University of Luxembourg ~ Walferdange ~ Luxembourg, ^[2]University of Ljubljana ~ Ljubljana ~ Slovenia

Purpose: The current economic and social crisis in the EU has an impact on the implementation of the UN Convention on the Rights of Persons with Disabilities (CRPD, 2006), a challenge that has only just begun to emerge as a collective task within social work and has matured as an important topic in social work education and research within European social work. This paper brings together findings from two countries (Luxembourg and Slovenia), comparing the situation of persons with disabilities and focusing on the differences and similarities between the two countries.

Description: Both countries are among the smallest within the EU, but are very diverse, both economically and politically. Empirical data, based on national surveys (EU-SILC-2014) and policy analysis emerging from a multi-annual work organized within the ANED group (Academic Network of European Disability Experts, 2014) in which both authors have been involved for several years, demonstrate country-specific realities, social work contexts and approaches within social work education towards promoting human rights, social and economic equalities and the dignity and worth of peoples with disabilities. In both countries, these social work foundations come up against national austerity policies and neo-liberal ideology, which increase the risk of poverty and give rise to social exclusion and the devaluation of persons with disabilities or mental disorders.

Conclusions drawn from the study indicate that social work and social work education can benefit from multi-national comparative approaches. In particular, the net-based tools of the ANED group are a very useful and user-friendly accessible resource that can help students, practitioners and researchers in social work become aware of European inclusion policies and statistical data on inclusion. European Social work education should benefit more from this international database to broaden the view on social problems across Europe and to reflect on different approaches to promote social inclusion.

OC.06-2.3**CHANGE OF FOCUS IN SOCIAL WORK EDUCATION: EXPERIENCE OF LATVIA AND LITHUANIA**

Vilka L.^[1], Zemaitaityte I.^[2], Petrauskiene A.^[2]

^[1]Riga Stradinš university ~ Riga ~ Latvia, ^[2]Mykolas Romeris University ~ Vilnius ~ Lithuania

The context: In twenty-five years of independence, the Baltic States suffered serious consequences of financial economic crisis. Although its peak has passed, the impact of the crisis is still felt. There is a high level of youth unemployment (December 2013, Youth Unemployment Rates in Lithuania - 21%, in Latvia - 27.6%), monetary poverty, and income inequality. Over 200 thousand able-bodied people have emigrated from Latvia during a few-year period. In Latvia, approximately 35.1% of population were exposed to poverty or social exclusion risks in 2012. The crisis highlighted a number of problems in social workers' profession. Lack of resources is the reason for social workers' (SW) burn-out and quitting the profession in Latvia and Lithuania. Psychologically accentuated microsocial work approaches are becoming ineffective in deep poverty conditions. Therefore social workers educators' main challenge is promotion of social workers' professional vitality and strengthening the authority of the profession in society using educational resources. The methods used. The comparative study is based on qualitative and quantitative methods: Latvian and Lithuanian social work educators' focus group discussion, social workers' surveys and interviews in both countries. Conclusions. The results show that social workers are aware that 1) social work becomes more bureaucratic; 2) social workers' 'voice' is timid and precautionary in the decision making process with frequent inability to convince politicians about the ideas and proposals and problem of positioning social work to members of local governments." In conditions of harsh economy of financial resources, social work educators should foster new vision of problems and their solutions: there must be a shift from "the model of need-based consumption theory towards opportunities" ensured by human potential and community's social capital; social workers' competence in the field of socio-economic processes must be promoted by developing active behaviour and leadership skills.

OC.06-2.4**GREEK SOCIAL WORK EDUCATION IN TIME OF CRISIS: CHALLENGES AND RESPONSES**

Kallinikaki T., Karagkounis V.

DEMOCRITUS UNIVERSITY OF THRACE ~ Komotini ~ Greece

The implementation of the bailout loan programme and the endless drastic austerity measures in Greece over the last six years led to increasing rates of unemployment (real unemployment reached 35% while youth unemployment jumped in to a record high of 57%) and child poverty (35%), growing inequality, discrimination and racism and have serious effects on people's health (increasing incidences of mental disorders, such as anxiety and depression and a 40% rise in suicides).

The aim of this paper is to critically assess the impact on social work education. It is argued that while the consequences of crisis significantly increased urgent demands for social work services, harsh cuts in public social spending, social worker's salaries and personnel as well as closing down hospitals, community care units and even departments of social work education, have limited the capacity of front line social workers to respond and a major impact on social work education. Focusing on the findings of recent research the main difficulties and challenges that Greek social workers face today are explored. Areas of social work practice that need to be more developed are also in focus as well as issues regarding the adjustment of social work curriculum and research to emerging social needs towards a more community oriented perspective and advocacy practices. Additionally, efforts of academic community along with the Greek Association of Social Workers and the EASSW in order to prevent the closure of social work education departments are also discussed.

OC.06-2.5**SOCIAL WORK EDUCATION IN TIMES OF CRISES**

Lievens P.

Karel-de-Grote University College ~ Antwerp ~ Belgium

Social Work client's wellbeing, the development of the welfare state and our whole social system is affected by the economic crisis, the inequality crisis, the demographic crisis, the commodity crisis (like peak oil) and the ecological crisis.

This presentation will concisely start with analysing the basic empirical trends for each of these crises. By elaborating these trends into the future, it will draw a picture on the context in which future social work will be operating in the next decades.

Second part will argue for a re-politisation of social work. By taking position in discussions in society about the role of the welfare state and by advocating strategic answers to the crises, transformational social work will improve the resilience of our social system in times of crises. What kind of methodologies and priorities has the social work profession when promoting a more sustainable society?

The last part will be about social work teaching. What and how should we teach students to be better prepared as social workers in times of crisis? These crises call for adaptation of our social work curricula to meet the requirements of a new transformational social work. Educational institutes will be invited to position themselves in responding to the crises and evaluate their social responsibility, social responsiveness or full social accountability. To what extent is social work education 'future proof', oriented towards sustainable development and takes into account the beneficial effects in society of transformational social work? This presentation will conclude with an inspiring new focus in SW education.

OC.06-3 Session 6 - parallel session 3**OC.06-2.6****CHALLENGES AND OPPORTUNITIES FOR CRITICAL SOCIAL WORK EDUCATION IN TIMES OF CRISIS**

Morley C.

University of the Sunshine Coast ~ Maroochydore, Queensland ~ Australia

The impacts of global capitalism and neoliberalism on higher education can reduce social work curriculum to competency-based skills acquisition rather than critically reflective, transformative learning. This encourages the promotion of- establishment social work approaches, aimed at accepting the status quo, rather than a critical analysis of social structures and power relations that contribute to causing broad social divisions along the lines of class, gender, ethnicity and other dimensions of difference. The marginalisation of critical approaches reshapes social work education towards conservative, market-led demands that aim to produce technically proficient practitioners who unthinkingly conform to existing inequities in the system and are unable to see the broader (moral and political) implications of their work.

In this context, an explicitly critical social work curriculum is pivotal to the claim of social work as an emancipatory project. This paper presents original research that discusses the impact of a critical social work program on students' development as agents of change in an uncertain future. Through exploring students' narratives about their social work education, the research demonstrates that developing curriculum based on critical social science, and using critical pedagogical processes including critical reflection may assist social work students and graduates to resist co-option into dominant social forces that force social work into conservative and reactionary practices and re-imagine their agency, to develop more emancipatory practices.

OC.06-3.1**IS ANOTHER SOCIAL WORK POSSIBLE IN TIMES OF CRISIS? SOCIAL WORK STUDENTS' VIEWS ON OPPRESSION AND SOCIAL WORK IN GREECE**

Dedotsi S., Young A., Broadhurst K.

University of Manchester ~ Manchester ~ United Kingdom

Purpose and context

Greek society since 2010 experiences a socio-economic crisis with continuous austerity measures and attacks on social care and social work (e.g. the recent abolition of the Social Work Department in Patras). Poverty, suicides and unemployment have risen (NSS, 2013) as well as frequent brutal attacks on minorities. Within this oppressive context, the need to challenge oppression personally, socially and structurally is more crucial than ever. In this context, a doctoral research project was carried out asking: What is the role of social work education in influencing students' ability to manage value tensions in relation to anti-oppressive practice within the current social and economic climate in Greece?

Methods

Using a qualitative case study methodology, the research was based in Patras - one of the four national Departments of Social Work (subsequently abolished) in Greece. Semi-structured interviews were carried out with social work students pre and post professional education (n=32) and academic staff/ placement supervisors (n=10). Data analysis was informed by a ground theory approach.

Conclusion

The study revealed students' narrow understandings and individualistic approaches towards oppression, reflecting an urgent need to redefine social work education and practice in Greece according to current social justice issues and a more structural approach to the dynamics of oppression. This presentation will focus on: (i) social work students' explanations of oppression; (ii) social work students' perceptions of the role of social work in challenging oppression. The perspectives of staff, first and final year students will be compared and contrasted in each case.

OC.06-3.2**HUMAN RIGHTS AND SOCIAL WORK PEDAGOGY IN TROUBLED TIMES**

Cowden S., Spolander G.

Coventry University - Coventry - United Kingdom

Social work has long believed and promoted itself as committed to human rights and social justice (IFSW, 2014). The question under discussion today concerns how at both the level of Social Work's past and present in the UK, we address the fact that much practice fails to embody this principled stance. At the historical level it is clear that Social Work's history incorporates both emancipatory 'bottom-up' approaches, as well as "social cleansing" projects (Cowden & Pullen-Sansfacon, 2012).

Situating these issues in the present epitomises the difficulties of UK Social Work in these troubled times. While the Social Work literature affirms Human Rights commitments (Ife, 2012, Lundy, 2011), global political economic trends of financialisation and neoliberal privatisation have undercut the capacity of professionals to make positive changes in the lives of service users. This is facilitated by the profession's failure to develop a collective voice, resulting in either an uncritical approach to neoliberal reform (Lorenz, 2005) or fatalism and 'anomie' at the front line (Cowden & Singh, 2013). Social Work academia's capacity to challenge this situation is hamstrung by its embrace of postmodernist ideas which have been incapable of articulating a defence of state based welfare.

In this situation we argue that the profession needs to move beyond simple assertion of Human Rights principles and conceptualise these as a concrete alternative to the present neoliberal anti-welfarism, expressed through increasing social precariousness and punitive interventions toward the poorest and most marginalised (Wacquant, 2009). The implications of this at the level of pedagogy requires the rediscovery of a conceptual language which looks beyond the 'inevitability' of austerity, and challenges the theoretical and practical operationalisation of neoliberal practice. We conclude by offering examples of how educationalists and students can engage with these issues and develop a form of practice based on actively seeking opportunities to build collectivist models and interventions.

OC.06-3.3**SOCIAL MOVEMENTS IN RESPONSE TO THE CRISIS IN SPAIN. A LABORATORY FOR A MORE «RADICAL» SOCIAL WORK PRACTICE?**

Llobet Estany M.

Department of Social Work and Social Services of the University of Barcelona ~ Barcelona ~ Spain

Keywords: social movements, crisis, practices, radical social work

In Spain several social movements have surged in response to the impact of the economic and systemic crisis and the increase in inequalities. This paper presents an analysis of the practice of the PAH (Plataforma de afectados por la hipoteca, an organization of people with mortgage/foreclosure problems), in two towns in the Barcelona metropolitan area. The research was carried out as part of two research projects. We underline the importance of the knowledge people acquire when they are affected by social problems and they develop an active role to seek "solutions" through collective action. We have used a qualitative, participatory observation approach. We observed the periodical general assemblies of both platforms where experiences and knowledge are shared with newcomers to the organization, and carried out fifteen in-depth interviews with affected people. Shared leadership, the cooperative building of action, emotion sharing spaces turn these organizations into spaces of recognition, empowerment and citizenship building. We discuss the relevance of these experiences for a more «radical» approach to social work and discuss whether they provide useful elements for social intervention.

OC.06-3.4**PRESERVING THE RADICAL TRADITION: INVOLVING PRACTITIONERS AND ACTIVISTS IN SOCIAL WORK EDUCATION IN ENGLAND**

Simpson G.

University of Wolverhampton ~ Wolverhampton ~ United Kingdom

Social work in England, is under attack from a right-leaning Government. Users of services been targeted by a series of 'austerity measures', attacking benefit levels and service provision... Educators and practitioners, who hold structural perspective have also been criticised by Government ministers.

Tension between the focus upon individuals and wider structural forces, is not new to social work. Social work education operates within different and often competing traditions: should it merely focus upon 'technical expertise' or should encourage 'activists' as well?

The presentation will outline how these tensions are being addressed on a social work program in the current crisis. It will identify key areas for the educator, which enables students to fulfill the profession's empowering aims in difficult political circumstances.

- A historical account of the radical tradition establishes this approach as inherent in social work practice.
- The extent of inequality and its impact upon service-users, linked to where the students are likely to be undertaking their practical placements. This enables students to understand the differences in wealth regionally and nationally.
- The importance of structure and how this impacts upon people's lives and a range of difficulties they face.
- Policy analysis then becomes a central feature: who benefits from current measures being a critical question. (84)

These matters are not only located within an 'intellectual' framework, and the module brings together current practitioners and activists in service user groups. They discuss with students a type of engaged practice which puts people at the heart of social work activity, and prioritises their needs over financial demands of the agencies that employ social workers.

The presentation ends with student evaluations, which show that such teaching continues to have an impact as it resonates with the experiences of students in their subsequent employment preparing them for work in times of economic crisis.

OC.06-3.5**SHIFTING PARADIGMS OF THE SOCIAL WORK PROFESSION IN MOLDOVA: DIALECTIC SOCIAL WORK IN THE ENVIRONMENT OF ECONOMIC TRANSITION**

Moldovan V.^[1], Grotelueschen J.^[2]

^[1]York College, The City University of New York ~ NEW YORK ~ United States, ^[2]Free International University of Moldova ~ Chisinau, ~ Moldova, Republic of

Dialectic social work represents an attempt on the part of the social work profession to renew itself through theoretical reorientation - away from the traditional bio-psycho-social model toward conflict theories. For the past three years, authors of this paper were deeply involved in an undertaking to professionalize social work in Moldova through a cutting-edge Master's-level social work program in Moldova. This project represents an opportunity to revise the social work theoretical base, academic curriculum, and practice application toward the needs of the Twenty-First Century. In our paper, we would like to present the rationale and process of curriculum construction as well as the assessment process - with early results in terms of challenges and successes of the project with regional and global implications. Dialectic social work is discussed as the underlying theoretical base as well as intervention model on micro-, mezzo, and macro-levels. The relevance of this particular orientation to the countries afflicted by ethnic strife and political turmoil will be made evident as well as applications to the countries with more stable politico-economic systems.

OC.06-4 Session 6 - parallel session 4**OC.06-3.6****HOW CAN WE CHANGE?**Piantoni C.*Assistente Sociale e Direttore Gestione Operativa Segesta, Gruppo Korian ~ Milan ~ Italy*

Stories are telling us that professional practice goes through numerous, rapid social, cultural, economic and organisational transformations which continuously involve people's life, care, institutions and the global context. These changes make their stronger appearance in stories told by people and in people's and social workers' daily lives. They require people to come to terms with continuous and difficult adjustments to situations characterized by few reliable loved ones and a sense of loss, inadequacy and frailty.

In the Seventies, "change" was openly considered as a sign of innovation, growth and push towards a positive and modern future. We witnessed the extraordinary handing over of "care" from institutions to communities and the setting up of new social, healthcare, educational and welfare services. The social context was permeated with values, such as social justice, equalitarianism and cooperation.

Today, change appears to give way to uncertainty, in a context marked by crises, emergencies, the awareness of our limited and scarce general resources and territorial disintegration. In this context, relationships are patchy, frail and lost and services are sometimes mutilated by changes made to regulations and organisations: "it is true that our clients are increasingly frail but our network is so too". In this context, those sparse teams which are often affected by workers with different backgrounds come across complex cases troubled by difficulties originating from precarious health conditions, financial problems and the weakness of loose or absent family networks.

Stories tell us how the "rhythm" of change has evolved over the last few years. Yesterday's natural trend has today been replaced by the acceleration of a process involving rapid, frequent and unforeseen transformations. Care programmes are designed within personalized projects and social workers are asked to keep track of events, during the continuous coming and going, frequent hesitations and inevitable adjustments.

OC.06-4.1**MAKING SPACE FOR DISASTER: DEVELOPING A DISASTER-INFORMED CURRICULUM IN QUALIFYING SOCIAL WORK PROGRAMMES**Adamson C.*University of Auckland ~ Auckland ~ New Zealand*

Curriculum development in qualifying programmes in social work is conducted amongst competing demands for space and prioritisation of particular educational and professional content. A focus on social work's contribution to disaster preparedness, response and recovery is growing both in my home country of Aotearoa New Zealand and in social work programmes internationally, and yet is a relatively recent contender for inclusion within social work curricula. This presentation draws together the key principles that link social work and disaster knowledge bases – in particular, our focus on strengths and recovery perspectives employing a community-wide and critical lens to issues of human rights and social justice. By arguing for a population-based approach to curriculum design, as opposed to specific papers or post-graduate study, the conceptual scoping within this presentation suggests that embedded knowledge-for-disaster can supplement and enhance an existing curriculum. Appraising current educational content and inserting disaster-related knowledge, skills and values can, it is argued, strengthen the integration of social work's value and theory base and prepare graduating social workers for meeting the needs of our disaster-affected communities.

OC.06-4.2**HOW CAN SOCIAL WORKERS ENABLE PEOPLE TO LIVE LIFE SUSTAINABLY?**

Foreman M.

School of Social Work and Social Policy, Trinity College ~ Dublin ~ Ireland

Purpose

This paper explores possible ways of educating social work students to work with communities to 'enable people to live life sustainably' (IFSW, 2014) by drawing on community development approaches, as well as the lessons learnt from the growth of community gardens.

Method

Bearing in mind that one of the priorities of the Global Agenda for Social Work and Social Development is 'working toward environmental sustainability' it is essential that students are encouraged to 'think globally, act locally' and to develop a strong understanding of what is meant by enabling people to live life sustainably. Ways of educating social work students to work with communities to achieve this aim will be presented and explored. Arguing that a community development approach can be applied to any social work setting to help foster sustainable communities, concrete examples from social work practice in Ireland where community work principles have been utilized will be presented. Lastly, the lessons learnt for social work from the author's direct experience of the growth of community gardens in inner city Dublin will be presented.

Conclusion

A clear example of sustainable living, community gardens can enhance health and psychological wellbeing as well as encourage and support social inclusion and integration. Identified by Creative Communities for Sustainable Lifestyles (2014) as one of eight common areas of community led sustainable lifestyle projects, social workers can work with local communities to initiate the development of community gardens, and to support those that are already in existence, to benefit the communities that they work with.

OC.06-4.3**THE ANTI-NOMIES OF SOCIAL WORK PRACTICE IN CONFLICT AND POST-CONFLICT CONTEXTS; CONCEPTUALIZING A 'TRANSITIONAL SOCIAL WORK'**

Ioakimidis V.

Durham University ~ Durham ~ United Kingdom

In much of the world, social work emerged as a profession in the aftermath of the Second World War. In these regions social work practice and education were consolidated into a formal activity, focusing primarily on the 'reconstruction and rehabilitation' of post-conflict societies. The United States -through the Marshall Plan- and the United Nations set the pace, dominating the knowledge-base and scope of the new profession.

Despite the abstract decelerations for 'world-peace', the construction of post-conflict societies after the Second World War was far more complex than mainstream social work at the time sought to suggest. The emergence of Cold-War at a global level, regional anti-colonial struggles and domestic power struggles meant that the 'young' social work profession had to consider its position towards important socio-political struggles that in many cases lead to continuation of conflicts.

In the first couple of decades of the 21st century we have not witnessed a decline in the frequency, complexity and ferocity of conflicts. The International Institute for Strategic Studies has documented 41 open conflicts globally, 23 of which at the region of Europe/ Middle East. After a long period of avoidance, social work organisations and practitioners have started engaging more courageously with the relevance of conflicts to the practice of our profession.

This presentation will focus on three main aspects of social work in times of conflict: a) what can we learn from the contested history of our profession? b) what are the antinomies of welfare functions in societies under conflict (with particular reference to the tension between state social services and grassroots solidarities) c) How could a 'transitional social work' in the immediate post-conflict period could look like?

OC.06-4.4**A KNOWLEDGE CITY, URBAN SEGREGATION AND SOCIAL WORK EDUCATION**

Fryk L.

Gothenburg university ~ Gothenburg ~ Sweden

Author: Lasse Fryk, senior lecturer, Department of social work, University of Gothenburg

The cost when Gothenburg has turned its structure and image from an industrial city to a very successful city of knowledge, events, tourism and conferences has been high. Around the corner of this identity shift clear demarcated areas of poverty, unemployment and very poor schooling have emerged. The large majority of the population in these areas carry an immigrant background.

Two teachers 28 years ago moved all its teaching in social work to one of the poorer areas in an attempt to make our department part of promoting social change in close cooperation with the local population and its associations, staff in the public sector, housing companies and other actors in- and outside the area.

It has taken many years to introduce our department as a trusting partner of dialog and projects into the ecology of the local community. Through our community based teaching we have spent a lot of time being part of the daily life and ecology of this flourishing community. My 28 years as lecturer based in the local community has given me a unique position when reflecting questions like community development, universities role in urban and city development and migration and social inclusion.

This position gives a new base for critical reflection around the structural terms of the urban fabric, also the role of organizing social work teaching, developing the profession of the teacher and understanding its parallel to organizing social work practice. My experiences from this I will present in Milano.

OC.06-4.5**THE CONSTRUCTION OF INTEGRATED CARE PATHS: SOCIAL WORKER IN GROUP PRACTICES OF GENERAL PRACTITIONERS**

Moretti C.

Università Politecnica delle Marche ~ Ancona ~ Italy

In Italy, as in other European countries, the real challenge for the future is the management of chronic illness, frailty, loss of autonomy, social problems and associated costs. Such problems need to be addressed accordingly by providing quality services that take into consideration the overall aspects of the needs of the individual. However, we have to point out that the social workers' interventions are affected by the condition of the services. Services that are characterized by shortage in resources, funds and heavy workload. As a result, those interventions have to deal with 'urgencies' rather than activate paths that promote the wellbeing of the individuals.

In this context fits the experimental path of integration of the social workers in Group practices of General Practitioners (GPs).

This study, an innovative national project, has been promoted by the Centre of Research and Service on Social and Health Integration (CRISS) of the Polytechnic University of Marche and the Centre of Reference for the General Practice of the Marche Region, in collaboration with the Register of Social Workers of the Marche Region, the Municipality of Senigallia and the local national health authority. Specifically, a social worker was present in group practices of GPs in the period 2011-2014, in order to construct integrated care pathways along with GPs, also in collaboration with service operators and other resources of the territory.

In the presentation we will introduce the various phases of the educational program realized with social workers and with GPs, the intervention model implemented which is aimed also at creating of support networks for individuals and their families, and finally, the outcomes of this project.

The project lies in a conception of multidisciplinary responses, capable of addressing the health of the population as a whole, promoting integration and coordination of social and health interventions.

OC.06-4.6

LEARNING IN TIMES OF TRANSITION AND CRISIS: EXPERIENCING THE PATTERNS OF CHANGE

Pauwels J.

Artesis Plantijn University College Antwerp-Belgium ~ Antwerp ~ Belgium

In (critical) social work education we are dealing with problems caused by inequality, neo-liberal politics, our ecological footprint, (super)diversity,... and we challenge those problems focusing on social development, social cohesion, empowerment,...

We have to be aware that by this way of teaching we compose an antithesis in opposition to the thesis e.g. of neo-liberalism, and forget to work on a synthesis in order to fulfill the dialectic process and come to deep sustainable change. That is why we feel increasingly skeptical about the 'makeability' of society by methodically planned processes.

David Bohm suggests in 'Thought as a System' that our mental models (re-) create the world. He stresses the systematic nature of thought: "What I mean by "thought" is the whole thing - thought, felt, the body, the whole society sharing thoughts - it's all one process, one 'system'. (...) A system is constantly engaged in a process of development, change, evolution and structure changes...although there are certain features of the system which become relatively fixed. We call this the structure..."

Change and transition doesn't come out of learning and opposing those structures. Real 'deep' learning is caused by changing our mental models in order to create flow in problematic 'structures'.

Systemic constellation work is an efficient method for creating flow in structures. Participants use their possibility of inner (mental) change to unblock the past of a structure (organization, society, ...) and to open a new future. The possibility of representing stakeholders, values, vision, helpers and demons, ... of a structure and 'sensing' the importance of the organic systemic principles generates flow and generates new inner and outer consciousness to all participants.

In this workshop you can participate in a systemic constellation to experience the patterns of structures and a dialogue build on those experiences and the felt possible pathways of transition.

CHALLENGES AND OPPORTUNITIES IN DEVELOPING SOCIAL WORK CURRICULA

OC.07-1 Session 7 - parallel session 1

OC.07-1.1**PEDAGOGICAL CHALLENGES AMONG PROFESSIONALS MEETING STUDENTS WITH DISABILITIES IN HIGHER EDUCATION**

Starke M., Lane L., Hadodo R.

University of Gothenburg ~ Gothenburg ~ Sweden

Background

Research has shown that students with disability do not attend higher education at the same rate as young people without a disability and that they tend to drop out before their education is completed. Therefore, student counsellors, deans of study and teachers have an important role to identify and reduce potential barriers for students with disability. This study aims to present professionals' views and ideas about what is needed to reduce barriers in higher education for students with disability.

Methods

The study is part of a larger European project (EADHE) in which one aim was to explore professionals' perspectives on barriers in higher education for students with disability. In order to gather their perceptions, focus group interviews and face to face interviews were conducted with student counsellors, deans of study and teachers from the Faculty of Social Science and Department of Social Work, University of Gothenburg.

Results

Our results show that participants identify a gap between university policy concerning inclusion of students with disability and actual practice. Upon reflection, the participants believe that the gap can be decreased if resources were available in order to work towards inclusiveness and equal opportunity among students with disability. There is still a need to develop physical accessibility to some university buildings, to improve knowledge about the situations of students with disability, to improve communication between teachers and students and to develop pedagogical support from the university to the students.

We conclude that there is a need to support academic staff to identify inclusive actions to assure that the policies for students with disability are realized and implemented in higher education practice.

OC.07-1.2**QUEERING SOCIAL WORK EDUCATION: RISING SOCIAL WORKERS' ABILITY AND COMPETENCES IN PURSUING THE PRINCIPLES OF SOCIAL JUSTICE AND EQUALITY**

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Despite a growing awareness and body of literature, LGBT themes continue to be marginal or even excluded from social work curricula also in the European context. Social workers often acquire nothing deeper than a shallow popular and often stereotyped knowledge base on sexual orientation and gender identity, rendering professional practice heavily biased and ineffective for LGBT service users. Theoretical perspectives on the construction of LGBT identities and their embodiment as "the other" against the background of the heteronormative structuring of society have been largely ignored in social work education. The resulting situation not only bars LGBT people from access to competent social services, but also prevents a constructive and critical reflection on how common social norms shape social work itself. The paper discusses different approaches of introducing LGBT themes in social work education and shows in reference to theoretical and empirical studies, that reflecting upon the pervading doctrines of heteronormativity is essential in the training of social work professionals: not only in relation to practice approaches with LGBT people, but (perhaps even more importantly) in order to develop students' competences and their abilities to challenge more generally those normative structures in society, that are connected to social injustice and to pursue social change, particularly with and on behalf of all vulnerable and oppressed individuals and groups of people. The acquisition of these abilities is the centerpiece of social work education as they are immediately connected to the core values of equality and social justice which should inform social work in both its professional and academic endeavours.

OC.07-1.3**DISABILITY AND SEXUALITY: THE SOCIAL MODEL OF DISABILITY AND ITS IMPLICATIONS FOR SOCIAL WORK EDUCATION**

Pachi K.

Greek Association of Social Workers ~ Athens ~ Greece

Purpose: Given that millions of people in our society have disabilities and that sexuality is one of the most important aspects of human subjectivity, this paper argues that disability and sexuality should be included as a module in social work training. The paper is informed by the social model approach and envisages to reflect on its implication to the social work training.

Description: Following a brief examination of relevant social work literature which demonstrates that the issue of disability and sexuality is generally discussed and treated mainly from a diagnostic perspective, the paper provides examples of educational material as well as classroom and field exercises that would facilitate students:

- to understand how disabled sexuality is defined and how the policy- and practice-based intervention of the relevant services is shaped
- to identify issues of discrimination and sexual oppression
- to detect the “de-sexing” processes that shape the experience of people with disabilities and
- to acquire the knowledge and skills of an effective practitioner in a variety of micro, mezzo, and macro disability practice realities.

Following a social model perspective, students need to understand that neither individualistic approaches nor biological determinism provide an adequate and holistic understanding of the politics of sexuality and disability. This approach promotes social change by shifting the emphasis from the individual to the social environment and more specifically to the institutional barriers as well as to the attitudes of the able-bodied people.

Conclusion: Concluding, the paper will demonstrate how the social model integrates a balanced “person-in-environment” approach. This approach will offer a theoretical platform for the discourse between sexuality and disability highlighting the environmental and widespread social concerns of people with disabilities and therefore prioritizing the collective over the personal.

OC.07-1.4**TEACHING GENDER IN SOCIAL WORK: HISTORIES, NARRATIVES, AND STRATEGIES**

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As with many other strands of the social and institutional life in Kosovo, the education system, including the university curricula, has undergone deep transformations and changes. This paper aims at mapping out the history and pedagogies of gender and social work education in Kosovo. It discusses approaches to gender studies and research in the social work education in relation to the university reform. The paper will also analyse how gender shapes social work education and also how gender is shaped in return by social work paradigms, ethics and practices, locally and internationally.

Key words: Kosovo, gender, social work, higher education reform, institutional culture.

OC.07-1.5**CREATING A CIVIL SOCIETY FOR ALL AGES: CIVIL SOCIETY ENGAGEMENT OF POPULATION AGEING AND CURRICULAR IMPLICATIONS FOR SOCIAL WORK.**

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Population Ageing has occupied predominant positions in various discourses as the developmental consequences it poses have global repercussions, seen as either contributing or upsetting the development rhythm of global developmental interfaces. Global efforts in building a society for all ages is only possible with civil society participation but, its involvement in addressing the key challenges of population ageing is invisible in numbers, almost close to the margins while compared to centrestaging other developmental issues. Addressing the challenges of population ageing is seen as a state responsibility in terms of macro approaches leaving out a larger picture of civil society's empowered, concerted involvement in dealing with the lived realities and challenges as most discourses are initiated and sustained by international development actors from a global perspective and with only few civil society voices representing the ground realities, towards 'macro-economic rebalancing of growth', a growth to which it is, ironically, a tangible consequence. National actors are grappling for strategies and in a context where state role has diminished, much of what needs to be done relies on either civil society-State interface or public-private partnership. Both, involves a vibrant civil society-State nexus, churning out public policies that meaningfully guide actions characterised by inclusivity and less tokenistic addressing of crucial needs of the ageing population at the community level.

Centrestaging population ageing discourses in social work curriculum is the need of the hour. The intensity and frequency of such action is slow paced, placing lot of pressure on civil society - Academia interface contributing meaningfully to develop a knowledge based perspective and action to deal with the consequences of population ageing in a concerted manner. This research would use a qualitative approach and interpretive understanding to explore scope for such engagement and centrestage population ageing themes in social work curriculum and strongly advocate curricular innovation.

OC.07-1.6**INCLUSIVE EDUCATION AND DIVERSITY? - LEARNING AND TEACHING METHODS FOR ALL STUDENTS**

Werner M.

Cologne University of Applied Sciences ~ Colog ~ Germany

According to the definition of the International Federation of Social Workers/ its own understanding, principles of human rights and social justice are fundamental to social work. As well as the social work profession, social work education is required to prevent exclusion and marginalisation and constructively face with the increasing diversity of social work students. The concept of inclusion aims at the realization of education as a human right - and thus meets with the basic understanding of social work.

Currently, higher education responds to the diversity of students by applying diversity-management-concepts: they specify particular target-groups, which diverge from a perception of "the normal student" and therefore construct "the other" in the first place. Seeking to integrate these self-constructed target groups into a nonexistent majority, universities introduce numerous "add-on programmes": e.g. extra time for students with disabilities (but not for non-native-speakers) or mentoring-programmes for so called educational climbers (but not for older students). The concept of inclusion overcomes the thinking in categories and asks the question, how can all students perform their studies equally well?

The Department of Applied Social Sciences at Cologne University of Applied Sciences has recognized this challenge and has started to develop an inclusive profile. The presentation will introduce how inclusion can be thought and implemented in higher education and argues that the two concepts of diversity and inclusion enrich each other. The example of „inclusive forms of examination“ will be used to show how inclusive practices can be implemented in particular and by involving faculty members and students as well.

OC.07-2 Session 7 - parallel session 2**OC.07-2.1****APPLIED RESEARCH AS PILLAR FOR SOCIAL WORK RESEARCH & SOCIAL ENTREPRENEURSHIP**

Kors J.

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~ Netherlands*

In line with European agreements social workers should be able to deliver well-argued and innovative contributions in societal developments based on applied research. But there are important shortcomings in the knowledge, skills and attitudes of social work lecturers and students related to applied research and there is no important subject to practice on.

We stated that it is possible to minimise the shortcomings by introducing appealing methods of applied research to our colleagues and students. Participative research (e.g. action-research), impact measurements (e.g. SROI) and evaluation research are examples and appealing because they use stakeholder involvement and logical models as central themes. To give practical use to the word 'applied' we got the idea of using social entrepreneurship as subject to practice on. Students can develop research knowledge, skills and attitude 'on the job' and deliver well-argued and innovative contributions in the important discussion about social entrepreneurship. We think of the social enterprise as future intermediary for the solution of social problems. Because it suits social work and there are a lot of questions to be answered it fits the idea of using applied research as pillar for social work research & social entrepreneurship.

We want a better position of social work (education) in new societal developments. The first steps are made. Articles and book are published (already part of the new national social work curriculum). We are organizing conferences and are collaborating with entrepreneurs. A lot of questions need to be answered in diverse domains of today's and tomorrow's social work. Colleagues and students are developing European collaboration on applied research as pillar for social work research & social entrepreneurship.

OC.07-2.2**MASTERS OF SOCIAL WORK AT THE LABOUR MARKET: A MIXED METHOD RESEARCH**

Van Gerven E., Marx I., Raeymaeckers P., Spooren P.

University of Antwerp ~ Antwerp ~ Belgium

The goal of this research is twofold. We first reconstruct the career trajectories of students after they graduated the Master of Social Work. Second, we evaluate the master of social work from the point of view of students who already graduated. How do graduated Master of Social Work students perceive the curriculum? In the scientific literature on MSW students few evidence exist on this topic, especially in Belgium.

Because of the lack of scientific evidence on this matter the University of Antwerp decided to question all graduated students about their career after graduating as a Master in Social Work. The research design of this study is defined as a mixed method research. We combine both qualitative and quantitative research methods.

First we conducted a qualitative research. We first invited all the graduated students from the last nine years to participate in focus-groups about the master and their experiences on the labour market. We divided the respondents according to their graduation year. We selected from each graduation year ten alumni for a focus-group. Using the qualitative data we constructed a survey about their career trajectory and questioned if they experienced shortcomings in het MSW. The final online-survey was sent to all graduated Masters in Social Work at the UA.

This study concludes with an overview of the possible career paths for the Masters of Social Work that graduate at the UA and with recommendations based on the evaluation of the MSW from the alumni that graduated at the UA.

Keywords: Career trajectory, Master in Social Work, career paths of the MSW, evaluation of the MSW.

OC.07-2.3**CONSTRUCTIVE ALIGNMENT IN TEACHING SOCIAL WORK: THE CASE OF RESEARCH-LED TEACHING OF SOCIAL POLICY TO SOCIAL WORK STUDENTS IN ALBANIA.**

Dhembo E.

University of Tirana ~ Tirana ~ Albania

Teaching practices in higher education needs transformation to keep to the development pace and support for more future-orientated and student-centered learning. This is of paramount importance to social work teaching where we are challenged by how to best balance professional, academic and skills-based components in the curricula we design to teach future social workers. To this purpose, new approaches need to be developed and tested in a variety of contexts. Drawing on the principles of the pedagogy of constructive alignment (Biggs, 1996 and 2002) and the carpe diem teaching design model I present a case study of how traditional curricula of teaching social policy to social work students in Albania is re-designed form a research-led teaching approach. Comparing the content of the design as well as the pre- and post-intervention evaluations of students, it is found that underpinning the course developed by a research-led approach of teaching and learning results in a more constructively aligned course and the learning outcomes are clearer to the students as well as more measurable and assessable. In addition, this approach gives the opportunity for the summative assessment to demonstrate if the learning outcomes have been achieved within students' expectation range. Finally, it is clearly demonstrated to what degree the teaching and learning activities support students in preparing for their summative assessment. Being a first pilot, follow-up evaluations need to take place to claim any sustainable results.

OC.07-2.4**CHALLENGES FOR SOCIAL WORK RESEARCH: EXPECTATIONS, REALITY AND OPPORTUNITIES IN PORTUGAL**

Neves Almeida H.

UNIVERSITY OF COIMBRA ~ COIMBRA ~ Italy

The recognition of social work degree with a diploma in the same conditions of another university degree in Portugal (since 1989) contributed to the change of social work perception. This is a product of a long struggle and introduced a new dialogue among social sciences (social work and other professions) for different reasons: valuing knowledge, opening social work competences (planning, research, mediating, innovation, social transformation and change) and linking, for the future, social work to social policy. However the gap between competences and opportunities to develop knowledge through research and its recognition by the academic community is still far from the ideal. Besides the demand of the community of social work professors with a phd degree after 1993 near the Foundation for Science and Technology, national organization that coordinates and supervises the whole research policy, to integrate the field of social work as a field of research of complete right to be subventioned, only this year (2014) we had the opportunity to submit propositions to doctoral and post doctoral grants. This is a period of hope to social work research. In this process social phd had been consulted and participated directly in the selection of propositions inside the pool of sociology, as members of plenary right. This paper proposed to share and analyse this experience, through the thinking of compromise of those who belong to the social work academic group in Portugal.

OC.07-2.5**STANDARDS AND QUALITY ASSURANCE IN SOCIAL WORK EDUCATION**

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It is proposed in this abstract to present the recent challenges faced by social work education in Portugal, giving special focus to the results of external assessment and the decisions of accreditations of social work degree programs, carried out by the Agency for Assessment and Accreditation of Higher Education (A3ES), for there are none association for social work education in Portugal or other professional body with statutory authority to accreditation of study programs.

The main research question intends to appraise the accreditation results of graduate programs in social work, through the Reports from the External Assessment Teams, which are published in E3ES website.

The survey of reports focused on the 1st study cycle (6 semesters/180 ECTS or 7 semesters/210 ECTS). In Portugal, there are 19 schools who offers graduate courses (1st cycle) in social work. The latest data, November 2014, realizes that eight graduate programs were accredited. Only one graduate program was accredited for a long period of 5 years, while all others were accredited for one year only. These data lead to an immediate question: why the overwhelming majority had only one year?

We performed an analysis of the Commission's Reports of External Assessment and the results show that those social work graduate programs have large gaps, namely: 1) program curricula including field education; 2) teaching staff; 3) educational objectives, curriculum and syllabus; 3) organization of the curricular units; 4) teaching - learning methodologies.

By examining the nature of Portuguese social work education as 'unregulated field', is asked if the lack of national Standards for Accreditation in the past had contributed to the weaknesses detected by the agency. It is argued that Standards are essential tools because they are normative in nature and support quality assurance in social work education.

OC.07-2.6**THE VALUE OF CULTURALLY SENSITIVE SOCIAL WORK EDUCATION: RE-EXAMINING OPPORTUNITIES, LIMITATIONS AND EXPERIENCES FROM THE SOCIAL WORK CURRICULUM IN SPAIN**

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Purpose: The value of culturally sensitive social work education is a topic which has been in discussion for some years now. Cultural Competence (CC) is considered highly relevant to social work and is a priority for practitioners. The creation of practice standards based on CC is being included in the scientific literature, but really it is not enough conceptualized. A definition of CC is the capacity to work across multiple contexts to resolve social dilemmas and find ways to engage with clients. However this logic definition is completely limited and too much undetermined in order to develop the social work curriculum. Methods: Theoretical and critical review and comparative analysis of different social work university programs in Spain. Conclusion: One factor examined in this paper is the epistemological contradictions at the heart of CC. Another factor is how the students acquire this competence through different academic programs, what techniques are applied to monitoring of each individual student's progress and how the learning outcomes related to CC have been defined by professionals. In other words, what people are expecting the students know or able to do in the case of effective CC. The results of this research show that exist important contradictions and tensions in relation to culturally sensitive social work practice. Secondly an understanding of CC to establish a framework for a clear and logical articulation of CC standards in the Spanish academic programs is completely necessary. And finally some thoughts about the academic situation and status of CC at university degrees in Spain are provided and an analysis of difficulties that arises the adaptation of university programs to a culturally sensitive social work education.

OC.07-3 Session 7 - parallel session 3**OC.07-3.1****SERVICE USER AND CARER INVOLVEMENT IN SOCIAL WORK EDUCATION: LESSONS FROM AN INNOVATIVE ITALIAN EXPERIENCE**Allegri E.*Università del Piemonte Orientale ~ Alessandria ~ Italy***Purpose**

Within the wider context of the search to improve Social Work education in Europe, this paper presents a case study of a Italian innovation in a social work degree course.

Following the experience of the Social Work Department of University of Hatfield (UK) within an Erasmus Teaching Exchange Programme, the Social Work degree course of the University of Piemonte Orientale, Alessandria- Asti, Italy, has introduced systematic involvement of service users and carers in the training of a new undergraduate degree since September 2013.

Description

Service users and carers that make up the group of “Diversa-Mente Esperti” are 15 people with different life stories in the fields of addiction, domestic violence, mental health, migration, motor disability and social reintegration.

Two senior lectures of Social Work, a university tutor, and young social worker participate too in supporting capacity. Moreover, some of the group members participated and is trainers in three workshops, one for each year of the course, within the vocational training activities of the Degree.

The conceptual and value base, the structure, staffing, and main activities are outlined; the main achievements and barriers are highlighted. Mindful of the danger of slipping into tokenistic involvement, the project has included a research evaluation components exploring the views of all the project's stakeholders, thus establishing the project as an evidence-based educational innovation. The evaluation included a questionnaire with closed and open questions for students, users and teachers participants.

Conclusion

The initial response of all stakeholders to introducing this type of involvement has been positive. The findings highlight the value of service users involvement on the qualifying social work degree, of the evaluation, and the steps needed for the cultural change required for such an involvement to become more comprehensive and embedded in the degree course.

OC.07-3.2**“CO-CREATION OF SOCIAL WORK MODULES” - A COLLABORATION BETWEEN MARGINALISED YOUTHS, PROFESSIONALS AND STUDENTS AND SCHOOLS OF SOCIAL WORK**Vincenti G.*Student of Social Work ~ Aarhus ~ Denmark*

The paper will present and discuss the co-creation by marginalized youths and social work students of input to a module on inter-disciplinary and cross-sector responses to the challenges faced by the youths.

The work is part of an EU supported Erasmus collaboration between marginalised youth, professionals and schools of social work in 5 countries.

The paper will present and discuss the process of co-creation and collaboration with marginalised youths as actors and experts in their own lives results and copartners in the creation and design of social work modules. We argue that in a world of wicked problems and multi-dimensional challenges to vulnerable youths that co-creation is of increased importance and is a possible way forward for social work Curriculum development.

The work will be presented by a student of social work and social work lecturer in collaboration, reflecting the multi-dimensionality of the module and presenting the results of our collaborative developmental process and the response from the involved marginalised vulnerable youths.

OC.07-3.3**MOTIVATIONS, EXPECTATIONS AND CAREER ASPIRATIONS OF MSW STUDENTS: A MIXED METHODS STUDY**

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University of Antwerp ~ Antwerp ~ Belgium

In the field of social work education there has been an increasing focus on the factors affecting the choice to become social workers. The aim of this study is to examine the motivations, expectations and career aspirations of MSW students. By combining qualitative and quantitative methods this study aims to introduce a mixed methods approach to the field. The sample includes graduates from the past eight years and students from the current Master programme. A questionnaire was developed using the results of 7 focus group discussions and was distributed to the sample through the form of an online survey. This year marks the 10th anniversary of the MSW programme at Antwerp University and signals an excellent opportunity for a thorough evaluation. Research on this subject has not yet been undertaken in Belgium, where there is no university level BSW and students are required to enroll in a bridging or preparatory programme. The key questions answered in this study are: What motivation drives students to enroll in the programme, which skills and attitudes do they expect to learn and which career opportunities do they aspire and think are available to them. The results of the study are compared with findings in international research and implications for the MSW programme at the University of Antwerp are presented. Additionally, the findings of this study can serve as a guideline for improving other MSW courses throughout Europe.

Keywords: Social Work Students; Motivations; Expectations, Career Aspirations; Mixed Methods

OC.07-3.4**THE CHALLENGES OF SOCIAL WORK WITH GROUP EDUCATION IN SPAIN**

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University of Alicante ~ Alicante ~ Spain

The aim of this paper is to describe the current picture of the Social Work with Group education in Spain. Here, Social Work with Groups seems not to have the enough relevance and necessary space in the training of our future professionals of Social work, even though we add one more year of higher education in the Degree of Social Work and its importance appears as well in the White Book of Social Work presented in 2004.

For doing this study, the curriculum of Social Work from all Spanish Universities have been consulted through their web pages, as well as the evaluation of social workers supervisors of the students in their field placement, in order to reach a broader view of the panorama of social work with groups in the country, not only about how much students can develop their skills in group work but also concerning the possibilities and education that professionals have.

In this paper are expose some of the preliminary results. These, tend to describe a need of increasing the knowledge on Social Work with Group of future and current social workers, as well as the need of researching more in this field. It is important to take into account that the continuity of Social Work with Group depends on the education of future professionals and in the need of considering group work as a specialization area for the students of social work. However, we should be aware that an important part of the learning process of the future social workers comes during their training period in the field placement. Thus, the insufficiency allocation of supervised group work for students in their training period together with the need of knowledge that sometimes their professionals' supervisors from the fields noted, seems to be a challenge for educators.

OC.07-4 Session 7 - parallel session 4

OC.07-3.5

SCALING-REFLEXIVE TEACHING FOR SCALING-REFLEXIVE PROFESSIONALISM

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This contribution is basically about how the authors, co-teaching a social work class on “political, social and judicial systems” developed a concept of scaling-reflexive professionalism to be taught in scaling-reflexive teaching. Scaling-reflexive professionalism implies at least three aspects. Firstly, it refers to the professionals’ ability of questioning what could be termed as collectively shared understandings of how professionals have to act on their ‘clients’ with regard to the organisation and the field they are working in. Secondly, it means that professionals have to be sensible to the ongoing scaling work in organisations and fields, i.e. concurrent enactment by different people in different places – governance units or arenas, front- or border-line services – of partially conflicting, emotionally conglutinated and more or less materially cemented ideas/beliefs. Thirdly, it implies that professionals are able, in interaction with persons that are organisationally scaled as ‘clients’, to ‘control’ their own professional scales in order to understand the scales deployed by the latter.

From here, the teaching challenge turns out to be twofold. On the one hand, theoretical knowledge - as scales - has to be anchored in the students’ stock of experience, and on the other, students have to acquire competence in making use of it. Therefore, scaling-reflexivity has to be taught in scaling-reflexive interactions. In a first step, we as teachers need to discover a bigger range of our students’ scaling universes, and we have to create situations of interaction with our own universes. In a second step, we need to confront the scales of administrators, professionals and clients in social service organisations with their own and those of their teachers through field research - mainly interviews with these different actors. Law, technologies and organigrams and so on progressively then begin to appear in their characteristic as conventions. Students would discover them as such and begin to analyse professional scopes of intervention for the well-being of their clients.

OC.07-4.1

OPEN UNIVERSITY, TO ATTRACT AND PROMOTE NON-TRADITIONAL STUDENTS

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In January 2008, the Federal Ministry of Education and Research launched “Advancement through Education”, a qualification initiative, in order to ensure the supply of skilled manpower for Germany. Part of this initiative is the specific program for universities “Open University”. In the current program 96 German universities and research institutions are promoted by 250 million EUR within nine years. This program is aimed at Enhancing permeability between education systems, Interlocking vocational and academic education, Reducing barriers for non-traditional students and Creating structural conditions at universities to facilitate lifelong learning.

The project “open university” of Fachhochschule der Diakonie (university of applied sciences) in Bielefeld has developed special branches of studies where the university, further education and social enterprises and welfare associations are closely cooperating. The Deutsche Verein is partner in this project.

First of all the project provided a survey about problems and questions of non-traditional students (e.g. migrants); as a result a system of flexible methods of learning and teaching has been introduced. This model has been presented in various publications. In an expert meeting, scientific methods of validation were discussed and innovative models of extra-occupational degree courses were invented, which are compatible with the German and international educational and academic systems.

Simple and understandable entrance requirements for university courses have been established for care persons, nurses, early childhood educators, social and youth workers etc.. Professional experience has thereby been recognized for up to 50% of the credits (ECTS). This was aimed at preventing that students attend equivalent education courses again.

New degree courses have been developed: an (extra-occupational) Bachelor in Social work, a Master-Study in Staff-Management, a Master-Study for Community Mental Health and a Cumulative Bachelor Study in Care.

The workshop will present the provisional results of the project.

OC.07-4.2**SOCIAL WORK EDUCATION AND THE ACCREDITATION SYSTEM OF HIGHER EDUCATION QUALITY - THE CASE OF PORTUGAL IN THE EUROPEAN CONTEXT**

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The Bologna process brought a significant number and type of changes for the domain of higher education, followed by a diversity of regulation initiatives at the national level. One of the aims of this process was to establish a new European Credit Transfer System, namely emphasizing an effective role of students on the development of their skills and enhancing the components of experimental work with consequences on the transversal dimension of education.

Other relevant trend on implementation of this process it was the quality assessment of the study cycles, whose regulations were very unequal or even absent.

In Portugal, the development of Social Work as a higher education field knew, from its beginning, a peculiar and almost atypical situation, not just in terms of the nature of the education institutions but in relation to the duration and curriculum of the courses and some other components such as the qualification of faculty and its contractual position within the Higher Education Institutions. The creation of an independent national agency (Agency for Assessment and Accreditation of Higher Education (A3ES), allow to initiate a period of deeper knowledge and assessment of the institutional conditions in terms of teaching and research in Social Work as it is expected to be the tune on higher education.

By now, the majority of the Portuguese courses were already assessed and most of them are dealing with the dynamics of change suggested by the external assessment commissions.

The paper aims at to contextualize and to explore some of the findings of the work already done and to point out the main controversial dimensions on the assessment process (involving boards, teaching and non teaching staff, students, external stakeholders). In addition to these topics we will explore the meaning of this type of (however soft) regulation to Social Work education.

OC.07-4.3**FLIPPING THE CLASSROOM. A LOOK AT THE ROLE OF THE TUTOR IN SOCIAL WORK EDUCATION**

Schreurs H.

Zuyd University ~ Maastricht ~ Netherlands

Flipping the classroom. The role of the tutor as an academic coach.

An evaluation of the recent curriculum development process, at the bachelor School for Social Studies, at Zuyd University of Applied Sciences.

Given the complexity of today's ever-changing society, a contemporary approach to curriculum development exceeds the traditional understanding of curricula as merely 'road-maps' of study or lists of recommended or prescribed content.

Our practice shows that, depending on the topic and objective, decisions are to be made if information might best be conveyed in a lecture format. And in other cases, a curriculum developer should decide if providing written materials, holding discussion sessions, offering hands-on practice or concentrate on theory might be the most appropriate teaching method. Also should be considered there should be room in a curriculum for flexibility to meet learners' needs. Curriculum development must prioritize the needs of learners. And, last but not least, it is a waste of resources to develop curriculum materials if adequate implementators, facilitators, are not provided.

Teaching social work involves a collaborative approach. In which student, lecturer, student-coach, practice-supervisor and an academic tutor work together.

Academic tutoring by a tutor, helps students to learn the material. A tutor meet with the students regularly (twice a week) throughout the semester. They work with students in all kind of situations; and not only help students in their preparation for an exam but also coach the students to their methodical approach of the subject-matter and to improve their learning efficiency. In our contemporary curriculum an academic tutor is not just an instructor who gives private lessons. He or she is someone who helps a group of undergraduate students, understand their common objectives and assists them to plan to achieve them.

OC.07-4.4**CONSCIOUSNESS RAISING IN THE CLASSROOM**

Colquhoun A.

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As a social work educator in practice and in the classroom setting I have been struck by the unquestioning stance taken by students in relation to the ideological assumptions that are embodied in their social world. Often students appear unaware of the social structures which operate in their own lives and in practice. This is particularly problematic given increased levels of bureaucracy and cuts in funding.

This paper seeks to demonstrate how the teaching of critical social theory can enable undergraduate students in the first year of their social work degree to recognise and challenge personal and structural forms of oppression.

The curriculum developed for Sociology and Social Work enables students to question the assumptions they hold about their social worlds and encourages them to share using interactive workshops and blended learning. The raising of awareness begins initially with the challenging of assumptions in relation to students 'lived experience'. What becomes apparent by week six of the twelve week teaching period is that students begin to link the personal with the structural elements of their social worlds and in so doing link the personal and the political. Once this link has been established students begin to systematically review their previous assumptions and recognise oppression in different forms.

With this recognition comes the ability to further apply critical social theory thus enabling theorising of the levels at which oppression operates. The learning gained during this period is deep rather than surface as it is informed by an emotional response and enables students to organise structures and content into a coherent whole. Much of what has been described can be related to the feminist form of consciousness-raising which links the personal to the political.

The paper will include some examples from teaching and learning and suggestions for future teaching.

OC.07-4.5**MAPPING OF PRACTICAL WORK IN WELFARE SYSTEM AS THE BASIS OF STUDYING SOCIAL WORK**

Auen M.

Saxion university of applied sciences ~ Enschede ~ Netherlands

The actions of social work in the future remain at the core of the society. As the society is changing technologically and economically, the result is the job to the social work profession, critical debate in society on the one hand and advocacy service for the clients on the other.

Thus, it is important to design the studysytem in a modern and highly flexible way but to take into account also the own standards of social work from the perspective of human rights, even in so-called developed countries.

Professionals of social work get in contact with three different segments of acting: working with clients and their systems concerning the social problems, this happens in context of teams and organizations, and acting as a person similar to a tool of their profession with scientific foundation and critical reflection of their actions.

Understanding the segmentation of the practical work as a concept of education, the challenge to design and execute a targeted study concept for their curricular map arises for universities for social work.

The example of the program of study social work at the Saxion University and its base, agreed by academia and practice in the Netherlands professional profile of socialwork, is showing how this holistic approach is taken into account. A methodical approach is obtained starting from social problems in the steps "observing and recognizing", "social diagnosis", "planned action" and "final evaluation" out of the related sciences taught and trained.

At the same time students usually learn the ability to manage the actions in the organizational context of assistance through their personal experience in practice. The scientific debate, from the question of the social problemsituation down to measure the effectiveness of each intervention made, forms the technical framework offered.

OC.07-5 Session 7 - parallel session 5

OC.07-5.1

**FEATURES OF SOCIAL WORK EDUCATION IN TWO TRANSITION COUNTRIES
- CROATIA AND LATVIA - COMMONALITIES AND DIFFERENCIES**

Zganec N.^[1], Smirnova M.^[2]

^[1]University of Zagreb, Faculty of Law, Department of Social Work ~ Zagreb ~ Croatia, ^[2]Rīga Stradiņš University, School of Social Work ~ Rīga

Social work has manifold but interesting historical ways in different ex-communist and transition countries. The cases of Croatia and Latvia will be presented to draw the main theoretical, historical, cultural, political and other influences that contributed to development of the social work curricula. Some possible commonalities as well as differences in two countries will be tackled and main educational goals regarding the field of practice that students are prepared for will be discussed.

Some elements of the history of SW education in Croatia during the communist period as well as main influences that directed SW during the war and post-war period will be presented together with the current situation. The only one SW school in Croatia has major importance but not satisfactory impact on the fields of SW practice.

The case of Latvia shows that in more than 20 years of experience in SW education, when in 1991 the first school of SW and pedagogy was established, SW education and practice has pretty changed. Each of the higher education institutions in Latvia pays attention to specific field of specialisation in SW. Thus, the University of Liepāja more integrates SW with pedagogy, while Rīga Stradiņš University develops SW in health security paradigm and integrates knowledge of SW with basic knowledge in health sciences. The differences in curricula make the phenomenon that in Latvia there are 4 SW specialists: social worker, social rehabilitator, social care giver and organizer of social assistance. These, as well as other features of SW education will be discussed with the aim to outline possible direction of the SW education in transition countries.

OC.07-5.2

**INTEGRAL SOCIAL WORK, A MULTIDISCIPLINARY APPROACH TO FACE THE
FUTURE**

Huber M.^[2], Holten J.^[1]

^[1]Lecturer Hogeschool van Amsterdam ~ Amsterdam ~ Netherlands, ^[2]Coordinator Hogeschool van Amsterdam ~ Amsterdam ~ Netherlands

The purpose of the presentation is to present our new program for integral social work at the Amsterdam University of Applied Sciences. This University is the biggest for social work in the Netherlands and the oldest (1899). The welfare system in the Netherlands is rapidly changing to a 'participation society'. This development is asking for a different type of social worker. A social work who is more pro-active, more creative and specially has a more outreach approach.

The program for integral social work is a two year program which follows on two years of preparation in which students get basis courses like sociology, psychology, making contact with clients, etc. The program is very flexible and is based on co-creation with the field, our research center and the questions of the students themselves. Also persons with lived experiences have an important role in this program.

The program started in September 2014 with only 15 students. A big improvement compared to the regular program is the amount of time students get to critical think about our welfare system, but also the amount of time for visiting field organizations, other cities and even other countries is an aspect that is very important. Also the place where students follow classes is totally different, for this project we are hiring a small theatre near our campus which has good facilitations for students to be creative. Because we just started it's too early to already make a firm conclusion but till so far the field organizations and the students are already satisfied with the new opportunities and changes that followed thanks to our new program.

OC.07-5.3**A NEED FOR MORE AUTONOMOUS RESEARCH AND EDUCATION IN SOCIAL WORK? – AS A RESPOND TO CHANGED WELFARE REGIMES AND THEIR CONSEQUENCES FOR SOCIAL WORK DEVELOPMENT**

Rasmussen T.

VIA University College ~ Aarhus ~ Denmark

In spite of the fact that we can talk about social work in a global context, it is obvious that social work practice, education and research differs considerably among different European countries. An important source to the variations are the different types of welfare regimes (Esping Andersen, 1991) and the choice of institutional model for education in social work within the binary system of education and research (Nowotny et al, 2001)

The different welfare regimes are under considerable transformation and this development has a great impact not only on social work practice, but also on research and social work education. Based on an example of a change in the framework for social work in a (hitherto) universal welfare regime induced by political and administrative factors (Rasmussen, 2013), the purpose is to raise central questions concerning the institutional models for education and research as a consequence of the impact of welfare regime changes.

Central to the Danish development is a change from a perspective on social problems, which were deeply influenced by the need of redistribution, to a perspective, which has far more connotations to culture and behavior (to use Fraser's terms). The object of change in social work tends to transform from a focus on living conditions in a broad sense to a focus on intra- and interpersonal relations. This development not only calls for new methods, but also represents a type of government(ality), which aims to form individuals and groups at a far more intimate and intrusive level.

Conclusive argument: It is important to discuss the autonomy of research and education institutions in social work the light of welfare regime transformations as one mean to strengthen professionalization and avoid violation of citizens

OC.07-5.4**NEW CHALLENGES TO CURRICULUM INNOVATION**

De Jonge E., Kloppenburg R.

UAS ~ Utrecht ~ Netherlands

Purpose

Describing some quite new challenges which curriculum development of social work education has to deal with.

Description

In the Netherlands the social work domain is rapidly changing, for instance because of the so-called transition from welfare state tot participation state and because of the decentralization of important social services like youth-care to local government. These transformations are far-reaching, while at the same time their outcome is yet unclear. This is a mayor challenge for curriculum development of social work: the old professional training no longer provides an adequate preparation for nowadays practice, while it is difficult to predict what kind of professional preparation is needed for the near future of social work. The presentation will outline the ways in which Utrecht UAS deals with these uncertainties.

Conclusion

[1] Social work education should be based on the “sustainable core” of the profession (like human rights, fundamental values, body of knowledge, validates methods, invariable fields of social problems) and at the same time prepare students for nowadays practice.

[2] Social work education should prepare students on the one hand to adequately function within the new reality created by recent transitions and on the other hand simultaneously learn them to take a critical stance towards them.

OC.07-6 Session 7 - parallel session 6

OC.07-5.5**APPRAISING COMPETENCY-BASED STUDENT EVALUATION STRATEGIES**

Stromgottfried K., Macy R.

University of North Carolina ~ Chapel Hill ~ United States

In the U.S., public demands for accountability in higher education and revisions in social work education standards have created significant challenges for the assessment of student learning (Kovacs, 2013; Mackie & Anderson, 2011). While numerous evaluation methods are used satisfactorily in social work and other disciplines, each has significant considerations for validity and reliability and serious implications for curriculum, costs, course instruction, and faculty workload. Perhaps most importantly, each measure has limitations in adequately capturing the knowledge, skills, and values triad that characterizes professional social work. Hybrid or multi-method approaches compound the complications.

This presentation will present the characteristics of seven primary competency evaluation strategies: embedded measures from existing coursework, field evaluation, student self-reports, capstone or portfolio projects, simulations, comprehensive examinations, and custom-designed instruments (Ahn et al. 2012; Hamilton et al., 2011; Holden et al., 2007, 2008; Mackie & Anderson, 2011; Meyer-Adams et al. 2011; Rishel & Majewski, 2009). The presenters will describe the findings of a systematic literature review on responses to social work competency-based assessment, and will address the programmatic and personnel implications and the relative advantages and disadvantages surrounding each measure. The discussion will focus particularly on the tensions and tradeoffs that may occur when balancing holistic professional development with conformance to externally-imposed standards.

The presentation will encourage participants to consider the following questions: In whose interests are efforts at competency-based assessment directed? How can the profession of social work aspire to reach beyond minimal competencies? How can essential professional characteristics such as commitment to the values of the profession, sound judgment, relational capacity, empathy and creativity be measured?

OC.07-6.1**PROCESS OF THE ACADEMIZATION OF SOCIAL WORK IN ITALY. OBSTACLES AND OPPORTUNITIES**

Bertotti T.

University of Milano Bicocca ~ Milano ~ Italy

The paper will present the path of the academisation of social work in Italy, which started in the late '80, when social work education was introduced in universities, leaving the previous system of the 'schools of social work', facing the challenge of the trade off between professional control of education, academic recognition and gain in social status (Lorenz, 2006, Fargion, 2008; Campanini & Facchini, 2013). The process went together with the recognition of social work as a profession but not go together with the establishment of social work as autonomous discipline as it was inscribed within the sociological sector. Differently from what happened in other countries, where previous social work teachers had been widely employed in the universities (Dellgran and Hojer, 2012), the Italian process of academisation, has been slow and weak, with few positions of full professors held by teachers with or social work professional experience.

A recent proposal by the social workers' national board of extending the social work education to a Masters degree and the establishment of a dedicated disciplinary sector has raised a vivid and wide debate between experts, also related to the 2010 reform of the Italian university. A tension emerged between the professional associations, the Italian association of sociology and some of the coordinators of the degree programs.

The paper will present the different positions of this debate together with a recent survey carried out by the Italian Association of Social Work Teachers about the number of social work teachers employed in the Italians education system. Sharing and comparison with other countries will be elicited

OC.07-6.2**AN INTEGRATED MODEL FOR SOCIAL WORK EDUCATION**

Ferreira J., Rocha H.B., Ferreira P.

ISCTE-IUL ~ Lisbon ~ Portugal

In a context marked by profound social changes with a level of complexity that requires the development of critical understanding of social issues, rethink the social work curricula becomes a priority to strengthen the training of social workers, in order to build a new society based on knowledge, skills development, research and intervention contributing to social development and the strengthening of the pillars of society: citizenship, culture, science and innovation. Thinking about the challenges and opportunities and how the political and social work as a profession respond to current social issues related with development of the social work curriculum, ISCTE-IUL developed a training model with an integrated curricula for the 3 cycles (bachelor, Master and PhD), which emphasizes the internationalization of Social Work. The Master, is structured to continue the training of the 1st cycle and seeks to address the needs of study, research, innovation and internationalization, with a view to developing critical skills, reflective and analytical intervention in a research framework and of knowledge production in Social Work. In the Doctoral program these objectives take a step further, with a systematic process in the specific field of social work, enhancing the promotion of a theoretical and methodological construction and the expansion of the scientific expetrum of Social Work at a level of analysis and interpretation of social reality, in a dialectical relationship between theory and practice through a research based practice in Social Work. Through a quantitative methodology and by the Delphi method, we conducted a study to test the degree of satisfaction of this model. The results were significantly positive and showed the recognition of competences gained, which leads us to believe in its replication and also, that this may result in a higher degree of integration in the internationalization and commitment to cooperation programs.

OC.07-6.3**THE GERMAN QUALIFICATIONS FRAMEWORK OF SOCIAL WORK - PROOF OF GERMAN THOROUGHNESS OR OPEN-ENDED REFERENCE FRAMEWORK FOR THE FUTURE DEVELOPMENT OF SOCIAL WORK EDUCATION?**

Schaefer P.

Fachbereichstag Soziale Arbeit (FBTS) ~ Hochschule Niederrhein, Mönchengladbach ~ Germany

Hochschule Niederrhein / Chairman “Conference of German departments of Social Work” (FBTS) / Workgroup “Amendment of the German Qualifications Framework of Social Work” of the FBTS

Challenges of Social Work in Europe against the background of the still pervasive neoliberal economization – also of the social – and a larger spread between rich and poor and various other serious developments are obvious. How are these developments and further requirements and challenges addressed by higher education of Social Work? How and in what direction Social Work will stand as a discipline? What are the similarities and differences between the German and European developments?

The presentation is about the localization of the German Qualifications Framework of Social Work as a national quality feature and an academic reference frame of Social Work Education in Germany compared to international debates. For this purpose, the European Qualifications Framework (EQF), the Dublin Descriptors and the Global Standard for the Education and Training of the Social Work profession are involved in critical appraisal. A comparison of the existing rules and an assessment of the various developments is undertaken by a secondary analysis.

The carved out similarities and differences of the orientation of the German Qualifications Framework of Social Work regarding knowledge, skills and values of Social Work in the European context open up a better understanding of the German and European developments in Social Work and their education.

OC.07-6.4**THE EMPEROR'S NEW CLOTHES: IS SOCIAL WORK IN TRANSITION?**

Ornellas A., Engelbrecht Lambert. K., Spolander G.

Stellenbosch University - Stellenbosch (Cape Town) - South Africa

The recent reform of the global social work definition (IFSW, 2014) suggests a shift toward a more critical and collective perspective. Social work is embedded in challenging times, with the infiltration of neoliberal tenets and market capitalism fast taking hold across Europe and beyond (Harris 2014; Woodward 2013). Although social work is experienced differently in various national contexts, there is increasing evidence of an international trend impacting upon practice on a broader level, resulting in a profession buffeted by neoliberal demands (Spolander et al, 2014), along with what many fear as a growing professional redundancy (Dominelli, 2004; Jones, 2001) However, resistance to neoliberalism is also developing through radical and critical social work movements (Ferguson, 2008; Garrett, 2013). With its shift in emphasis on collective and structurally focused practice, as well as its recognition of social work as a scientific and academic discipline, the new definition advocates for a profession that 'may be subjected to neoliberalism, but not subjected by it' (Harris, 2014). Assessed against an ontological backdrop (Howe, 1987; Payne, 1996; Dominelli, 2002; Garrett, 2013), the shifts in the new definition appear to indicate a movement toward a more collective social work concerned with structural challenges and socio-economic influences. The authors seek to promote critical dialogue regarding the educational implications of the new definition on the role of social work. Is the new definition calling us to a more radical approach? Can this meet the challenges of neoliberalism? How do we maintain elements of individual-therapeutic intervention, while engaging with the structural and collective sources of oppression? Furthermore, what are the implications of the answers to the above questions for social work education? The authors believe this discussion is essential for the development of a social work education curriculum that best reflects structural, collective and critical concerns within these challenging times.

OC.07-6.5**THE SOCIAL QUALITY QUADRANT IN SOCIAL WORK**

Wessels F.

HAN University of Applied Sciences - Nijmegen - Netherlands

THE SOCIAL QUALITY QUADRANT IN SOCIAL WORK

In this presentation I would like to discuss some challenges and opportunities we are facing in developing a new curriculum for the Dutch Social Worker 3.0. The role and position of social workers is changing rapidly in the Netherlands. As a result of new legislation and decentralisation, multidisciplinary teams of social workers have been introduced in many cities. The formation and activities of these teams varies from city to city, and depends on local social policy. A common feature of these teams however, is that they consist of social professionals who have to work as specialists as well as generalists. For Dutch Schools of Social Work, used to train specialized social professionals, this is a great challenge. As an answer, HAN University of Applied Sciences in Nijmegen started a new joint course for their adult part-time students of three specialized Social Work bachelor courses (Social Educational Care, Pedagogy and Social Welfare). One of the new modules that emphasizes the generalistic approach and also includes specialist knowledge, skills and attitude, is 'Participation in the Neighbourhood'. The starting point and fundament of this module is the 'Social Quality Quadrant' (Walker & Maesen, 2004), a concept originally used in policy making. By introducing this model in Social Work Education, we intend to keep our focus on the main goals of Social Work: contributing to enhance the well-being of our citizens.

**REFLECTING ON SOCIAL WORK
TEACHING METHODS**

OC.08-1 Session 8 - parallel session 1

OC.08-1.1

PRACTICING CRITICAL REFLECTION AFTER ROLE-PLAYING: AN EXPERIMENTAL FORM OF THEORY-PRACTICE TRANSFER IN SOCIAL WORK EDUCATIONBoehler D.*Fachhochschule Vorarlberg ~ Dornbirn ~ Austria*

In this presentation the author will present some first results from a content analysis of student reflective papers describing their role, their communication style and emotions while acting social work intervention role-plays in class. The role plays are thoroughly prepared within groups, informed by detailed (fictional) case descriptions backed up with different counselling styles chosen by the students. All role-plays are performed in front of the seminar group and recorded. This form of experimental teaching using the method of role-playing combined with individual written reflection tasks after intensive oral group feedback not only draws attention to a creative way of deepening reflective abilities during an academic training, but also highlights the ability of social work students to be reflective, critical and research-orientated. Social workers require a high level of reflection – this has been upheld by many authors and studies. Some argue that a reflective professional habitus can only be effective when combined with a reflective professional practice environment (i.e. Mecheril 2010:191, translation DB). My hypothesis emphasises the requirement of building up a reflective habitus within education as a necessary first step in order to later introduce a reflective professional into a reflective work environment with the necessary competence to practice effective and critical social work. This leads my teaching to establish forms of experimental learning combined with tasks to write reflective papers. Hatton & Smiths' (1995) model of reflection with four stages - from basic descriptive writing moving up to a high level of critical reflection - helps to analyse and deepen the learning experience. In this presentation some examples are shown with the intention to highlight the students' ability to reflect critically.

OC.08-1.2

REFLECTIVE FRAMEWORKS AND LEARNING FROM MISTAKES IN SOCIAL WORK INTERNSHIPSicora A.*University of Calabria ~ Rende (CS) ~ Italy*

Social work internship for students takes the value of a training experience that is absolutely needed for the building of competent practitioners. So students not only come in direct contact with social services, but, under the supervision of competent practitioners, they also carry out different forms of professional actions in a proper environment. Some errors are inevitable but should put on alert on the consequent responsibility because of the risk of damaging service users. However, these mistakes are also valuable learning opportunities. This is true, though in a different form, for both the trainee novice and the experienced worker.

The purpose of this presentation is to illustrate some strategies that can be used individually or within working groups for learning from mistakes. In particular, the Gibbs's reflective cycle is an effective and easy tool for developing reflective practice habits. It is made by more than 50 questions aimed at conducting in-depth reflection on factual details, emotions, positive and negative consequences of an experience so to facilitate students to answer final questions like: What sense can you make of the situation? What else could you have done? If it arouse again what would you do?

This reflective tool has been used by the social work students of the Bachelor in Social Work at the University of Calabria, Italy, and the main results of this experience will be illustrated with special focus on the learning outcomes students declare in their reflective writings in field such as methods and techniques of social work, relationship with service users, dealing with emotions, learning how to learn and others. This is important to develop reflective practitioners who are aware that, as Dewey (1910) said, "we do not learn from experience, we learn from reflecting on experience".

OC.08-1.3**THE CHALLENGES AND JOYS OF REFLEXIVE WRITING: INCORPORATING AUTOETHNOGRAPHY INTO SOCIAL WORK EDUCATION**Hefel J.*University of Applied Sciences Vorarlberg - Dornbirn - Austria***Purpose**

This presentation explores the opportunities and benefits of doing autoethnography within a social work programme at a University in Austria. Students of this course participate in an international summer school at the University of Lapland to learn about how social work is understood, studied and practiced in different parts of the world. Students from different countries explore social work issues, possible social work responses, and ways of communicating across cultural and language differences.

Classroom activities and field trips focus on social work from a global perspective, service systems and social and cultural environments.

Description

The underlying philosophy of the summer school involves a comprehensive triangulation of teaching, studying and research in an international context. This presentation focuses on one part of the course: autoethnographic research. Autoethnographic research and writing is biographical research from the inside out. It is concerned with an investigation into one's own existence in specific historical, social and cultural contexts. This presentation discusses the autoethnographic process and the author's experience of accompanying students doing autoethnography on this international programme. Observing and describing the everyday, particularly thoughts and feelings, and the written reflection on the personal being linked to professional issues are a substantial part of the reflective approach in social work.

Conclusion

Students normally have to write scientific essays and papers and found the experience of doing autoethnography new and liberating; with uncensored freewriting they reflect on their own cultural beliefs, experiences and practises. The perception of acculturation and the implications for social work are part of the writing process. By doing autoethnography students were able to interrogate intersections between self and society. This course demonstrated that autoethnographic writing supports reflection for professional and personal growth, and that understanding the self and reflecting on social work in a global context are essential foundations for developing critical thinking.

OC.08-1.4**EXPLORING STUDENTS' CAPACITY FOR CRITICAL SELF-REFLECTION: TOWARDS SCAFFOLDING ASSESSMENT TASKS**Whitaker L.*Southern Cross University - Coolangatta*

Critical self-reflection refers to the identification of deep-seated assumptions about the social world and the individual's connection with it. It encompasses the capacity for self-reflection, reflective practice, critical reflective practice and reflexivity and reflexive practice. Critical self-reflection is a core graduate attribute of the Bachelor of Social Welfare and Masters of Social Work courses at Southern Cross University, Australia. Students' capacity for critical self-reflection is assessed in multiple core units using a variety of assessment tasks including essays, reflective writing and journals. Assessments ask students to: articulate their ideas, attitudes, values and emotions; recognise the influences of lived experiences on their ways of thinking and being; critique their use of skills and techniques; acknowledge the influence of power on their ways of thinking and being; and chose positions and actions that use power thoughtfully and constructively. Grades indicate the extent to which students have mastered the assigned tasks. However, assignments from a cohort of students are not routinely examined to evaluate the breadth and depth of students' ideas about critical self-reflection. This qualitative study addressed this gap. The texts of assignments from across 5 units of the 2013/ 2014 cohort of students were analysed. This thematic analysis identified characteristics and features of students' conceptualisations of critical self-reflection. In addition to informing understanding about students' ideas about, and capacity for, critical self-reflection, findings will inform the scaffolding of assessment tasks throughout the undergraduate course.

OC.08-1.5**HOW CAN PROBLEM-BASED LEARNING AND CASEWORK PROVIDE A FRAMEWORK FOR REFLECTIVE PROFESSIONALS IN SOCIAL WORK?**Neverdal S.*Harstad University College ~ Harstad ~ United States*

This work is themed around how the method problem based learning (PBL) and casework are used to promote reflective practitioners in social work. With PBL and casework students' learning is based on practice-related challenges by combining the use of role-playing, teaching, supervision, reflection, written inputs and disclosures related to a presented case. Students also make themselves a client folder which consists all documents supporting the investigation and decisions made in a child welfare case. Additionally, students keep an individual reflective logbook of their work. By building on the knowledge, skills and attitudes students have, one is able to facilitate subject-integrated reflection and learning. Newfound knowledge is also processed in the group and thus new understanding and new experiences are created. Reasoning for the use of PBL and casework is to provide newly qualified and future social workers a basis to detect and handle the administrative and social challenges that they encounter in their everyday work in tomorrow's Europe. PBL and casework is intended to work so that education institutions, to a greater extent, can facilitate teaching methods that provide both independent, solution-oriented, cooperative and reflective professionals.

The project presented builds on qualitative methods. Students' reflective logbooks, as a record of their own efforts, experiences of the given case and roll playing and relevance to the practice field, provide a basis for the analysis of students' understanding of their own learning. In addition, a focus group was used where the theme is the student experience of the pedagogical methods relevant to practice. A Phenomenological-hermeneutical approach was used in the analysis of data.

The empirical findings show that students consider this part of the training as very important. It is academically engaging, allows for relevant personal development, and gives good insight into many key parts of child protection work.

OC.08-1.6**CHANGE FROM WITHIN: EMANCIPATORY LEARNING THROUGH CRITICAL REFLECTION FOR SOCIAL WORK STUDENTS**Heyerdahl-Larsen J., Hansen R.*Oslo and Akershus University College of Applied Sciences ~ Oslo ~ Norway*

Change from within: Emancipatory learning through critical reflection for social work students
Jannicke Heyerdahl-Larsen and Ragnhild Hansen

This paper is based on experiences with several years of using "critical incident analysis" in teaching students in their final year of social work training. In February 2015 we started a new project, involving a group of 12 students, aimed at helping them critically reflect on own praxis during three years of social work education and field placement.

The project design was to be a student-centered one where decisions were made in open meetings focused on developing creative problem-solving attitudes among participants about their own reflectivity. Additionally, the project sought to provide the participants with opportunities to strengthen their understanding and ability to handle power issues such as gender, ethnicity, age, class and language. An additional goal of the project was to foster among its participants the courage to promote changes on a structural level.

Three main pedagogic goals were central in the project. These included:

- Ø Sharpening students consciousness of how factors like policy, structure and power issues influence social work practice and help them interact within all these levels.
- Ø Strengthening students abilities for developing critical understanding of their own practice as well as interrogating critically assumptions, attitudes and values guiding their practice.
- Ø Developing creative emancipatory methods for addressing structural problems as well as feelings powerlessness experienced by themselves as well as those coming to them for help

The paper concludes with a discussion of how programs making use of critical incident analysis and other emancipatory skills may be used to stimulate and to assist professional development of social work students during the years of their education.

OC.08-2 Session 8 - parallel session 2

OC.08-2.1**CHALLENGES OF TEACHING NON-DISCRIMINATION TO SOCIAL WORK STUDENTS**Roth M.*Babes-Bolyai University ~ Cluj-Napoca*

Teaching non-discrimination to social work students means much more than presenting sets of principles and laws, and explaining procedures. It takes place in a social context, where students come to classes with their own experiences on social justice, and their own specific social identities, marked by their belonging to a specific age, ethnic, racial, cultural, religious, sexual or other majority or minority.

While the goal of teaching is to promote non-discrimination, its results depend on several aspects related to the methods used by the lecturers, as for example: the sensitivity of the lecturer and his/her awareness of the different social identities of the students; his/her ability to use experiential methods and engage students in exercises where they can elaborate on their own actions; his/her capacity to demonstrate similarities between different aspects of discrimination and relate them to the experiences of the students; his/her art to maintain a non-offensive and respectful discussion climate among the students that discuss about their values; preparedness to conceptualize and theorize based on concrete examples brought by students or found in the literature; presentation of controversial issues based on principles and legal perspectives, from multiple positions, and discuss controversial aspects.

If successful, the combination of non-discrimination attitudes and knowledge to combat discrimination will constitute the basis for social activism. The main body of the presentation will discuss the ways a large variety of research data gathered by a group of academics (on demographics, on policy analysis, on social housing, on education and health situation, on discrimination and environment) can be mobilized to teach non-discrimination.

In conclusions the author pleads in general for basing social work on research data and in special for the need to collect ethnically segregated data in order to improve social work with poor Roma communities.

OC.08-2.2**TRAINING AS A DIDACTIC METHOD IN THE CURRICULUM OF SOCIAL WORK**Kasten A.*Technische Universität Berlin ~ Berlin ~ Germany*

The paper takes up on the scientific discussion about the professionalization of social work in connection with the current discourse on teaching in high-school education in Germany. Training is a rare form of didactics in high-school education and is mostly used to acquire soft skills competencies. The paper is based on the assumption that transcultural training is an indispensable didactic method in the curriculum of social work. The positioning of the term 'culture' in the theory of transculturality means that the essentialist definition of culture is abolished and a space is opened to reflect the conditions under which 'culture' is being used as a category of differentiation and the role of power in all this. The perspective of transculturality asks how power relations play a part in the demarcation of boundaries between what is 'own' and what is 'foreign', for example in regard to the social protection of refugees. 'Culture' does not only affect the working areas of migration and refugees, but penetrates various work fields of social work. It requires from the profession of social work not only the diagnosis of social problems from a local perspective but also from a transcultural perspective. The acquisition of professional skills during the curriculum of social work requires the consideration of three principles: knowledge, skills and attitude. The transcultural training enables to focus on these three principles simultaneously. The result is not only the reflection of scientific knowledge, but the possibility to try out through a variety of interactive methods social work intervention techniques with simultaneous reflection of one's own values and attitudes. In the paper I present the concept of transcultural training in the field of single parents that I developed for the training of future social workers.

OC.08-2.3
FROM SOCIAL WORK “BEST PRACTICE” IN AND OUTSIDE EUROPE TO
CRITICAL REFLECTION AND TEACHING

Sicora A., Citroni G.

University of Calabria ~ Rende (CS) ~ Italy

The study of the “best practices” provides a set of examples across different contexts to derive generalisable theories and give opportunities for teaching, learning and experimenting new programs creatively inspired by experiences developed elsewhere.

This contribution focuses on a part of the research “The implications of neoliberal policy and management on social work and vulnerable populations” carried out in Finland, India, Italy, Russia, South Africa and United Kingdom. This project, funded by the European IRSES - Marie Curie program (contract n. 295203), is aimed at exploring on the impact of neoliberalism on social work in the above countries. Its final part is focused at developing frameworks and tools to improve the quality of social services delivered to the users in order to identify best practices already used and to develop new tools for different social work contexts.

One of the outcomes from this research is of great interest for social work education: the collection and the analysis of best practices in different countries and fields like child protection, policy practice, service users empowerment, HIV/AIDS infected service users, psychiatric de-institutionalization, elderly people inclusion, juvenile criminality, disability and others provide a wide data base which can be very useful in stimulating a global perspective on the teaching and learning of students. Starting from the description of the best practices presented, students may developed a deeper understanding of social work practice also in their own context when they reflect on questions like: What are the methods used in this best practice? Why does this practice works better than others tried before? From whose perspective is the chosen practice defined as a best practice?

This contribution is based on the analysis of materials contributed by the authors of several research teams involved in the project.

OC.08-2.4
THE MEANING OF STUDY-ACTIVITY IN SOCIAL WORK EDUCATION IN
DENMARK

Christensen A.B.

The School of Social work ~ VIA University College Aarhus

Through the past two or three decades Social work education amongst other educations has experienced an economic budget restriction where the task is to educate more students for less costs. This development has put learning outcome at the agenda and has implied a creative range of study activities to facilitate in depth understanding etc despite budget restrictions, i.e. restrictions on teacher class room presence. However, a public debate concerning the quality of education and quantity of teaching has occurred. As a response the whole Danish University College Sector has implemented a so called Study-activity model as a mandatory model. As a result the model has been implemented to a high degree and used in practice. On the other hand one could argue that there is a struggle of defining the model and uncertainty of the short and long-term consequences of this invention.

This article examines the origins and the meaning of this unique invented Study-activity model. Firstly we analyze the genesis of the model and the intentions of the model. Seemingly a purely Danish invention, its coming into being, however, appears to be in part propelled by transnational forces in the field of professional education. Secondly we analyze the different meanings of the model in a Social work education context, where different actors interpret the model according to their position in the educational field. The theoretical point of view is that the position and the actors function in relation to education influence the views of what is implemented and what sort of consequences the model has for the students, the teachers and the future of social work education. The research is conducted as several focus group interviews with students and teachers and single interviews with heads and administrators of the school giving a broad view of ‘meaning’ in different positions.

OC.08-2.5**NORM-CRITICAL PEDAGOGY - METHODS, RESISTANCE AND LEARNING BY MISTAKES**

Kjellberg I.

Department of social work, University of Gothenburg ~ Gothenburg ~ Sweden

In this paper I will discuss norm-critical pedagogy and the challenges of maintaining a critical approach to norm shaping processes in the classroom. Norm-critical pedagogy is grounded in the assumption that both students and teachers are taking part in the construction of social norms and are influenced by difference-shaping categories. The question of how to manage conflicts of power, group stereotyping and normative opinions in the classroom is highlighted with examples from a course on power relations and categorisations in the social work programme in Sweden. The course aims at questioning privilege and normative categorisation as well as to advocate a critique and transformation of hegemonic structures and ideologies. Different methods and strategies of challenging group stereotyping used in the course are explained and discussed. A self-assessment exercise was introduced in class to make the students aware of their own privileges and their experiences of friction in relation to gender, sexuality, skin colour, ethnic background, class, age, functional ability and body size. This exercise also made visible the blind spots in the group and the homogeneity of experiences shaping the discussions in class. The methods and strategies used evoked feelings of resentment and anger. The starting point for the discussion is that crisis in the classroom are a way of learning how norms are shaped and reproduced. The risk of simply reinforcing the binary use of "us" and "them" when considering group stereotyping is addressed through a reflection of the mistakes made during the teaching sessions. Mistakes are viewed as a resource in teaching which can help to form strategies and prevent problematic situations. The mistakes also indicate the teacher's participation in the reproduction of social norms.

OC.08-2.6**AN EXPERIENCE OF ACTIVE LEARNING. DISCOVERING THE NEEDS OF ELDERLY LESBIANS, GAYS, BISEXUALS AND TRANSEXUALS**

Quiroga Raimundez V., Mesquida González J.M., Boixadós Porquet A.

University of Barcelona ~ Barcelona ~ Spain

Our intention is to share an experience of active learning with teachers and students of Social Work from the University of Barcelona. We have used a methodology known as "Learning Service" which combines training opportunities and community service processes in a single project. A Project in which the participants are formed working on the real needs of their surroundings with the objective to improve them. It aims to improve research competencies of students and acquire knowledge about the collective of elderly people formed by lesbians, gays, transsexuals and bisexuals (LGBT), and to improve the awareness level of the participants in relation to respect for sexual diversity.

This is an investigation aimed at identifying the needs of elderly LGBT people living in Barcelona in order to create proposals of improvement within the possibilities of social work. A mixed methodology has been applied through the use of techniques such as questionnaires, in-depth interviews with professionals and experts in the field, discussion groups held with activists from LGBT organizations, professionals from the social services sector and elderly LGBT people.

The most significant results arranged around three themes are presented: firstly, the experience of these people as protagonists within a period of great social change making transition from a model of significant social rejection to an atmosphere of greater respect and with the recognition of social and legal rights. Secondly, the emergence of homophobia and ageism as forms of oppression that can cause health problems and autonomy deficits. Finally, the inadequacy of services for the elderly in light of the needs and expectations of LGBT people is considered.

OC.08-3 Session 8 - parallel session 3**OC.08-3.1****GROUP FIELD INSTRUCTION AS A SUPPLEMENT TO INDIVIDUAL INSTRUCTION**

Birnie-Lefcovitch S., Davis Whelan J., Mallard C., Mcconnell S., Oliver E.

Memorial University of Newfoundland ~ St. John's ~ Canada

This paper reports on an empirical study about group field instruction available to BSW students at a Canadian university. Implemented on a pilot basis in fall 2012 and winter 2014, group field instruction was offered to increase consistency in the quality of students' field internship learning. The principal learning outcomes addressed were to: strengthen students' ability to apply theory to practice, enhance students' practice skills, foster critical thinking, and promote mutual aid among students.

The design of the program drew principally on knowledge which highlights the importance of creating a safe environment, providing mutual support, active engagement, clarity of purpose, and using methods congruent with purpose. The groups met three times during each semester and followed an agenda that included a round-robin check-in, in-depth discussion of student-selected issues, and a debriefing which focussed on the functioning of the field instruction group. Each group was facilitated by a field coordinator or faculty member who was an experienced field instructor and group facilitator. Group field instruction was offered as a supplement to individual instruction which students continued to participate in throughout their internships.

Seventy-one students participated in each pilot semester. Participants completed survey instruments that collected quantitative and qualitative data. The findings reveal participants perceived their field instruction groups as safe, supportive, engaging, having clear purposes, and using appropriate methods, although some differences emerge based on group size and whether participation was in-person or by teleconference. The findings also show that the learning outcomes achieved most strongly pertain to mutual aid and analytic thinking. Integrating theory and practice and enhancing practice skills may be strengthened by using teaching models such as the Integration of Theory and Practice Loop or the Analytic Thinking Model. Also discussed is whether group field instruction should remain a stand-alone learning activity or integrated into an existing one.

OC.08-3.2**PEER ASSESSMENT OF PROBLEM BASED LEARNING IN A HEALTH RELATED SOCIAL WORK MODULE**

Foreman M.

School of Social Work and Social Policy, Trinity College ~ Dublin ~ Ireland

Purpose

This presentation is based on the author's experience of designing, delivering and evaluating a health related social work module to Master in Social Work students. To foster reflective practice, essential for linking social work theory to practice, both problem based learning and peer assessment were drawn on to assess students' learning. Having refined this method of peer assessment by social work students over several years, it is presented here as a viable alternative to more formal methods of assessment.

Teaching Method

Students were divided into small working groups, given real world 'virtual' case studies addressing a range of issues and allowed time to research. Group presentations had to address the issues facing the person(s) referred, what their main concerns might be and what theories or practice approaches the students could draw on. They were also challenged to devise innovative ways of involving their fellow students in learning more about their allocated topic. Finally, drawing on the work of Race (2001) and Burgess (2006), students were encouraged to come up with their own criteria by which to be assessed.

Evaluation

An overview of the range of peer assessment criteria developed by students over a five-year period will be presented, and the strengths and limitations of problem based learning and peer assessment by social work students will be discussed both from the lecturer and students' point of view.

Conclusion

Employing both problem based learning and peer assessment in the training of social work students can foster reflective practice, provide experience of group work and help develop skills for collaborative teamwork, as well as provide an innovative effective alternative to written assignments and examinations.

OC.08-3.3**REFLECTING ON THE TEACHING METHOD FLIPPING THE CLASSROOM IN SOCIAL WORK**Boonen I.*Saxion ~ Enschede ~ Netherlands*

In traditional education students are listening to lectures in class and do their homework at home. The face-to-face time is used to explain and transfer knowledge. Outside the classroom the student practices using the knowledge in assignments. This limits the possibility of using activities like interaction, differentiation, active learning in which a deeper understanding of the course material can take place. The intention of flipping the classroom is to replace traditional teaching methods into a combination of online videos and instructions to be watched before class, and use in-class time to work on assignments and ask questions.

Last year the department of Social Work gained experience with the implementation of flipping the classroom. In the course Management and Organization the teacher replaced the lectures for instructional videos. Additionally formative tests were made available by which students could monitor their knowledge. Students were able to watch the videos and take the formative tests outside the classroom. During the in-class time students worked in groups on the final assignment, the writing of a paper.

We evaluated this experiment with the students and concluded that for them one of the biggest advantages of using online instruction is that students have access to the material place and time independently thereby students have control over the pace and the frequency in which they view the material.

To implement flipping the classroom successfully there are some conditions to keep in mind to make it a success. The students choice to study Social Work is based on human interest and most of the time using ICT seems difficult and even out of place. Our experience shows the benefits and opportunities that can be created by using the flipped classroom model. I am happy to share this, including : the changes in teaching, students opinion/experience, do's and don'ts.

OC.08-3.4**THE WORLD CAFE AS A TEACHING METHOD IN SOCIAL WORK CLASSES**Bertotti T.*University of Milano Bicocca ~ Milano ~ Italy*

The World Cafe is a technique adopted in different contexts aimed at enhancing collective thinking, creativity and cooperative work. Since 2010 it has been used in the social work classes at the university of Milano Bicocca, mainly in order to prepare students' contributions to the celebration of the World Social Work Day and the discussions around the Global agenda. Introduced as an innovative teaching method, it has proved to be a useful technique for different purposes: sharing relevant contents between students, improving their skills in conversations and working together, and direct learning of methods useful for professional practice in community work and participative processes. Finally, it has been a useful method in contexts such as the Italian one, with a high number of students and the need on enhancing direct involvement and cooperative work, hence also representing a resilient way to face cuts in resources and boundaries stemming from the new organisation of Italian universities.

The paper will present and discuss three different issues:

- the practical organisation, highlighting obstacles and strategies adopted
- the different levels of learning that can be addressed with this experience: content, methods, outcome
- students' opinions about this method.

Lessons learned and further developments will also be addressed with the aim of sharing with those attending the session.

OC.08-3.5**EXPERIENTIAL LEARNING THROUGH THE APPLICATION OF PROCESS DRAMA AND FORUM THEATER - EMPOWERING STUDENTS AND USERS FOR OVERCOMING THE POSITION OF OPPRESSION AND HELPLESSNESS**

Blažeka Kokorić S., Berc G., Majdak M.

Faculty of Law, Department of Social Work ~ Zagreb ~ Croatia

In this presentation will be displayed the implementation of process drama and forum theater (as experiential learning methods) in the education of social workers, which aim is to develop the specific skills of group work focused on empowering users to overcome positions of oppression and helplessness. First will be presented the method and objective of process drama (open space for self-expression, creativity and personal growth, participants' encouragement on exploration of various current social issues and life experiences, and on better understanding of the world around us and the role of the individual in it). After that principles and way of shaping process drama will be described and the preparation and implementation of forum-play. Also, will be described the creative process in which the participants is given the possibility to recap different life situations through different drama techniques and their own internal states faced, as well as to actively participate in their creation and transformation.

Special emphasis will be on presenting the positive effects of the forum theater application. It is a technique that strengthens awareness of the situations of oppression in a society which creates a space for dialogue, especially with those groups of users that the right for dialogue in society is partly or completely taken away.

Forum theater application in a group work encourages participants' critical thinking and seeking ways to overcome the position of oppression and helplessness, empowers positions of choice and encourages access to potentially new solutions of problem situations.

At the very end examples of possible implementation process drama and forum-theater to work with different groups of users will be presented, and will be summarized results of qualitative research on the experience of applying such methods in group work with juvenile offenders.

OC.08-3.6**'PEOPLE IN ENVIRONMENTS' - A COLLABORATIVE, EXPERIENTIAL, COMMUNITY-BASED MODEL FOR STUDENT-CENTRED LEARNING**

O'Connor L.

Royal Holloway University ~ London ~ United Kingdom

This paper reports on a creative model for student-centred learning in social work education. Social work requires practitioners to engage in critical, reflective and ethical practice. Commitment to social justice and anti-oppressive values is required alongside the development of nuanced communication and intervention skills. Facilitating the development of such complex learning whilst preparing students for the realities of challenging social and organisational environments are challenges for social work education. The proposed model is student-centred and community-based learning integrating experiential, collaborative learning with theory and reflection. In moving the classroom to the community it creates new environments in which different forms of adult learning are activated. Student-initiated responses to the model demonstrate its wide application and scope to use technology to enhance learning.

The model's theoretical framework interlinks ecological theory, reflection and values with pedagogical theory. It integrates action-based group learning in diverse community settings with classroom pedagogy. Students are required to critically explore reflective, experiential and theoretical material, utilising research skills and cooperative group work to challenge assumptions and critique developing understanding.

Elements of the model include:

- composite case scenarios using real-life circumstances and locations.
- a staged series of activities in small groups, exploring initial responses and assumptions
- group visit to locations, undertaking research activities
- engaging in reflective group and individual work.

Initial evaluations suggest that deeper learning may be offered by five key factors: community-based location; immediacy of the experience; negotiation of ethics; development of 'a different kind of empathy' and creative use of technology.

This paper concludes with an exploration of the potential this model offers in facilitating adult learners to develop new and unexpected perspectives which may deepen learning. Potential for the model to target particular areas of learning will be explored alongside plans for further evaluation and research

OC.08-4 Session 8 - parallel session 4

OC.08-4.1**USER INVOLVEMENT IN SOCIAL WORK EDUCATION: EXPERIENCES FROM GERMANY**

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Esslingen University of Applied Sciences ~ Esslingen ~ Germany

Within the PowerUs framework, during the last years, several projects across Europe explored and established ways of involving service users in social work education. While German departments of social work regularly involve users into teaching, there has not been a systematic approach within the PowerUs framework. This paper reports on a two-semester student project in which possible ways of including PowerUs principles into a bachelor degree program were explored. At a first level, professionals from different backgrounds (e.g. community services, mental health, addiction, child care) participated in a discussion of possible opportunities of user involvement. Based on results from this meeting, a two-day seminar was developed at Esslingen University of Applied Sciences where eight bachelor level social work students, two professors and nine users from different backgrounds (mental health, addiction) participated in a weekend seminar on participation and empowerment issues in social work. The main aim of the weekend was to enable users to explain their expectations for participation and empowerment in social work. On day 1, after establishing rules of work, experiences of users from earlier encounters with social work were explored. An input on empowerment and participation was followed by a discussion of these concepts in their relevance for individual users and students. On day 2, using world café methodology, participants worked on questions relevant for their experience, e.g. what kinds of behavior social workers is helpful, which competencies of social workers can be seen as relevant and which behaviors should not be shown. Video-recorded interviews were conducted and a video film suitable for educational purposes was produced. In the session, parts of the video will be shown and discussed.

OC.08-4.2**REFLECTIONS ON INTEGRATING SERVICE USERS' EXPERIENCE IN SOCIAL WORK EDUCATION IN SWITZERLAND**

Chiapparini E., Eicher V.

Zurich University of Applied Sciences, School of Social Work ~ Zurich ~ Switzerland

It is often criticized that theory, research, and practice are not sufficiently integrated in social work education and the application of practice into education is indeed challenging. The purpose of this presentation is to reflect on the potential implementation of a relatively new approach of integrating service users in social work education (called PowerUs) in Switzerland. Although there are educational programs for people with psychiatric experience to become teachers and mental health professionals, the inclusion of service users in the education of future social work professionals has, to our knowledge, not yet been done in Switzerland. PowerUs is an international network of practitioners, teachers and researchers who have developed courses for social work students and service users with the aim of integrating different sources of knowledge: research findings, the users' experience, and the experience of social work professionals. One of the outcomes of these courses are practical projects developed in collaboration between social work students and service users. These projects are practice-, theory-, and research-oriented and thus integrate the different sources of knowledge seen before. Based on a literature review of PowerUs publications and a visit at Lund University (Sweden), we develop a course outline together with social work professionals including both social work students and service users in the context of an MSc program in Switzerland. The goal of this course is to better integrate knowledge and needs from the practice into education, as well as to apply theoretical and research knowledge to practice. We will present the course outline and some views on it from practitioners, teachers, and researchers. In our conclusion, we will reflect on the strengths and limits of such an approach in the Swiss context.

OC.08-4.3**“MEND THE GAP!” – A NEW APPROACH FOR DEVELOPING USER INVOLVEMENT IN SOCIAL WORK EDUCATION**

Askheim O.P.^[1], Heule C.^[2]

^[1]Lillehammer University College ~ Lillehammer ~ Norway, ^[2]Lund University ~ Lund ~ Sweden

There is a growing recognition of the growing gap between the goals of social work proclaiming empowerment and liberation of service users and the lived experiences users have with social services, often experienced as disempowering processes. Several gaps hinders social work practice to reach its goals. These include gaps between service users and professionals; user and professional knowledge and experience; between learners and educators, researchers and research subjects.

Growing out of the work of the EU funded project PowerUs, a new ‘gap-mending’ approach to social work has emerged which offers insights for future models of education, practice, policy and research. Three key routes for mending the gaps have been identified: 1) User and carer involvement 2) empowerment of service users 3) transformative co-production of approaches and methods between service users, academic institutions and practitioners. PowerUs is an international network of academic institutions and user organizations. The network has collaborations between universities and service user organizations in Sweden, UK, Norway, Denmark and Germany as active members, and are in contact with institutions in several countries both within and outside Europe. Building on the experience developed and exchanged in the PowerUs project, the ‘gap-mending’ approach is in different ways being tested in educational and research developments, framing a more democratic and liberating basis for undertaking and learning social work skills. Further, the partners in PowerUs have developed a common charter stating main principles for the involvement of service users in social work education.

In the presentation, the gap-mending approach and the PowerUs charter will be presented. Further, several examples of how the approach is implemented will be presented and discussed. The session will be facilitated and presented by the national coordinators of the PowerUs project from Sweden and Norway.

OC.08-4.4**A PARADIGM SHIFT OF THE ROLES IN SOCIAL WORK PRACTICE**

Heule C., Kristiansen A.

School of Social Work, Lund University ~ Lund ~ Sweden

The dichotomous roles client/ social worker is often portayed as the client having problems, and the social worker knowing the solutions. Reciprocity is limited in traditional social work practice in Sweden. The organizational framing seldom offer good potential for common ground, inclusion or co-production.

Since 2005 the traditional roles in social work practice have been challenged in an experimental course at the School of Social Work at Lund University. Within this course social work students study together with students that have been recruited in different service user organizations. They learn from each other and develop project ideas together for a better social work practice. Since the start, sixteen six week courses has been held and approximately six hundred students have taken the course.

In this presentation we want to present some findings on how trust can replace prejudices and how a heterogenous group can generate creativity and mutual empowerment. To change the framing of how social work should be performed into a model that is more reciprocal and inclusive, is a process that can take time and that depends on several factors. We will discuss the need for an alternative role for professionals in social work practice if we want to combat injustice, social exclusion and durable inequality.

OC.08-4.5**GAP-MENDING METHODS IN SOCIAL WORK EDUCATION – A BRIEF PRESENTATION OF HOW SUCH METHODS HAVE BEEN IMPLEMENTED IN COURSES IN OUR SOCIAL WORK EDUCATION PROGRAMS, AND HOW FORMER STUDENTS REFLECT ON THE COURSE’S IMPACT ON THEIR PRACTICES**Altmann L.*Lillehammer University College ~ Lillehammer ~ Norway*

Gap mending methods in social work education can be described as active and cooperative learning methods, where individuals with experience based and professional knowledge’s study to collaborate on what can create better social work practices. During the six last years, the social education programs at LUC have arranged a course with such gap-mending methods. The course has been called “Face to face – creates insights”. The title of the course reflects the goal for the course. Students at the last year of their social work education study empowerment together with service users recruited from service user organizations. On a general basis, the students have given a very positive evaluation of the course directly after participating. We were interested in the outcome of the course on a long time basis. Does the course lead to better social work? Does the course have persistent impact on the participants’ values, attitudes and actions? Does it influence consciousness about power, suppression and recognition?

We invited former students to reflect on these questions together. Our findings from these reflection groups show possible implications of changes in a direction of a better social work practice. Key words in these changes are a stronger awareness about the meaning of partnership and loyalty with the suppressed as the foundation for performing practice, a movement from shame to pride, and the effects of how social trust and recognition and emotional energy can stimulate the will to change.

OC.08-5 Session 8 - parallel session 5**OC.08-5.1****E-SCIENCE ON DEPARTMENT OF SOCIAL WORK AT UNIVERSITY OF ZAGREB: E-LEARNING, E-PUBLISHING, E-RESEARCH, E-LIBRARY**Vejmelka L., Švenda Radeljak K., Šajfar P.*University of Zagreb, faculty of Law, Department of Social Work ~ Zagreb ~ Croatia*

The digital revolution changed scientific communication, learning, researching, evaluation and assessment of scientific papers. Fast growing of virtual environment has set up new criteria for scientists, librarians and publishers in science and it changed traditional role in higher education institutions. This paper analyzes the methods of e-communication and e-learning environments at the Department of social work and presents data from teachers and students from the Department and how they use e-learning methods and systems. Data were collected online and analysed using descriptive statistics and for the analysis of the open questions, qualitative content analysis with inductive or bottom up approach were used. Furthermore, paper presents teacher’s and student’s perspective about utility of e-learning and do they have enough capacity (knowledge and technical support) for applying e-learning in teaching and learning process.

Since scientific journals and institutional library are key factor in process of collaborative learning and research, this paper presents the progress of e-publishing activities of Croatian Journal of Social Policy and Annual of Social Work, and the development of library of the Department in virtual environment. The faculty administration led by the dean’s office is encouraging and supporting efforts of students and staff for development and implementation of innovative e-learning strategies. The Faculty is organizing educations for employees in the field of e-learning and e-researching.

Results of this paper contribute to mutual learning in virtual environment for educators in social work. Continuous improvement of e-science is important for study process and scientific recognition particularly in: e-science, online scientific research, increase of online content, students’ examination and evaluation in e-environment, virtual conferences, e-publishing and greater participation of library.

OC.08-5.2**GIVING POVERTY A VOICE: INVOLVING FAMILY MEMBERS IN SOCIAL WORK EDUCATION**Gupta A.*Royal Holloway University of London ~ London ~ United Kingdom*

Purpose and context of the presentation

This paper presents a collaborative project, Giving Poverty a Voice, between ATD Fourth World and Royal Holloway University of London. ATD Fourth World is a human rights organisation working with families living in poverty. The project brought together family members living in poverty with experience of child protection services, academics and practitioners. The aims of the project are to develop a training programme for social workers on work with families living in poverty to be delivered by the family members, and also to contribute more widely to the development of critical social work practice that challenges the dominant neo-liberal political and policy discourse that individualises risk and blames families for their poverty.

Brief description of the methods:

The project involved four half day workshops at which family members, practitioners and academics participated in discussions on the topics of poverty and shame; social work and material poverty; the politics of recognition and respect; and transformative practice. The discussions were audio-taped, transcribed and thematically analysed. In between the workshops, family members were prepared and supported by workers from ATD Fourth World.

Conclusions:

The importance of recognising the psychological as well as social impacts of poverty and the inter-relationship between these was highlighted.

Enabling the voices of people marginalized by poverty to be heard is one way of counteracting the lack of recognition and respect accorded to them.

Family members spoke of their experiences of shame and stigma and how social workers can collude with processes that compound their sense of powerlessness, worthlessness and inadequacy. However social work can also be experienced differently through practice that recognizes the complex interactions between personal problems and structural inequality and the use of power to promote, not diminish, human dignity and family members' capabilities.

OC.08-5.3**DIALOG-BASED MEETINGS BETWEEN SOCIAL WORK STUDENTS AND PEOPLE WITH USER-EXPERIENCE - A WAY TO DEVELOP KNOWLEDGE AND SKILLS IN SOCIAL WORK?**Kvammen M.F.*University of Agder ~ Kristiansand ~ Norway*

The purpose and (theoretical /educational) context of the presentation: The user perspective plays an important role in the education of social workers. In this presentation a project in which people with user experiences are supervising social work students will be presented.

The students own participation is important in this project.

Crucial here are the students' experiences from their practical placement and from their own lives. The idea is that students, when they are guided by people with user experience, get another perception of their professional role and the possibility of developing sensitivity and empathy.

A brief description of the methods used (i.e. of research, teaching or evaluation)

The presentation will be based on experiences from this project. Through students' reflection notes, knowledge about the outcome and dilemmas are visible. Data has also been collected through participant observation in the project.

Based upon the saying that the meeting between people is essential when it comes to understanding each others perspective, we wanted to let users and students meet. Of course, students meet clients all the time when they are having their practical placement, but we want to do something about the frame in which they meet.

f) Conclusion

This project creates a room for dialog different from the supervision the students have experienced in other parts of the education.

"My own values was challenged, and they made me think through my own actions in certain situations" (student-evaluation from the project.)

The claim upon user participation and user perspective gives the social worker a new role. And this project is a new way to prepare the students for this role.

OC.08-5.4**CONVERSATIONS AS A RELATIONAL PHENOMENON A METHOD FOR COLLABORATIVE TRAINING BETWEEN SOCIAL WORKERS AND CLIENTS**Eide S.B.*Solveig Botnen Eide ~ Lillesand ~ Norway*

Conversations are at the core of social work and are thus a key issue of social work education and further training. The method introduced in this paper are based on conversations regarded as a relational phenomenon. The different elements of a conversation, such as its content and tone, are parts of a relationship. To take one person's statement out of the context of the other person's statement means losing this relationship and its horizon of interpretation. Since statements are neither obvious in meaning or in effect, this method invites both parties of the conversation to interpret its meaning and usefulness for the client in question

In short, these are the steps of the method: An ordinary conversation between a social worker and her client is taped and transcribed in full. Each part reads the conversation and indicates sequences they find inspiring and helpful for the client. Afterwards, the social worker and her client meet to discuss the indicated sequences. Finally, the social worker brings the experiences to her colleagues for further discussions and theoretical reflections.

The presentation of this paper draws on my experience from using this method in different institutions, training of social workers as supervisors and social works students in practice.

The method can be understood as a response to traditional communications training, where social workers bring parts of their communication with clients to a supervisor, and thereby detach interpretation and evaluation of effect from the original relation of the conversation. The new dimension of this method is the involvement of the client. Both presentation of the method and experience of implementation, are unpublished outside of Norway.

Theoretically I'm inspired by Gregory Beatson and Christoffer Hall.

OC.08-5.5**'LEARNING FROM LIVES-AN EXPLORATION OF THE IMPACT OF SERVICE USERS' STORIES WITHIN PRE-QUALIFICATION SOCIAL WORK EDUCATION : A UK PERSPECTIVE**Cecil B.**new affiliation ~ Canterbury*

This paper reports the findings of an instrumental qualitative case study exploring the impact of service users' stories in professional social work education. A number of mandates -user,legal and policy and professional - have led to a closer involvement of service users in the pre qualifying curriculum; a development further strengthened by the current reform of UK social work education. There is a growing body of research which considers the ways in which service user perspectives may be integrated within the social work curriculum although there has been a lesser focus on the impact of such involvement. Located within a constructivist paradigm, this paper examines one aspect of involvement- service users' stories as told by service users themselves-and illuminates the understanding of impact from the perspectives of students, service users and social work academics. Key questions in relation to a more emancipatory approach to social work education are raised. Drawing on in depth individual and group interviews, document analysis and participant-as-observer data, key pedagogical messages emerged .These include how aspects such as childhood sexual abuse, trauma and working with those with mental health needs may be taught via narratives and identifies key features of a transformative learning environment in which students' personal and professional development may be promoted. Both the opportunities and challenges related to the use of stories are scrutinized. Discussion includes the need to revisit how theory is taught and applied and the potential of service users' lived experiences to enhance students' knowledge both for practice and to practise. The paper provides observations as to how the 'professional' social work educator role may be re conceptualised and the continued need for more evidence-based and evidenced-informed approaches within social work education. It concludes by identifying some key implications and messages for the design and delivery of the social work curriculum .

OC.08-6 Session 8 - parallel session 6

OC.08-6.1

NOT WITHOUT PROJECT TUTORS! THE USE OF PROJECT TUTORS FOR A SIGNIFICANT LEARNING AND TEACHING CULTURE IN PROJECT-BASED SEMINARS

Hoffmann A., Oerder Y., Schüllenbach-Bülow E.

Cologne University of Applied Sciences ~ Cologne ~ Germany

The use of project tutors is essential when tapping the full potential of student-centred cultures of learning and teaching and gaining a higher learning effectivity in project- and research-based seminars. In project-based seminars student teams develop research-oriented projects which they implement independently in cooperation with social work institutions. During this process they are instructed by academics and coached by project tutors.

Project tutors are essential. They not only complement academics in their teaching capacity, they also create a learning environment that cannot be produced by an academic as these do not share the students' perspective and, moreover, have to mark their students' work.

As a result of the project tutor's individual assistance students develop and improve work-related skills, for example, with regard to cooperative teamwork or critical thinking. Academics then use the project tutor's feedback and his or her students' perspective to adapt the project seminars' open learning and teaching structure to their students' needs.

Due to the complex culture of learning and teaching in a project-based seminar and the specific approach of project tutors academics teaching the BA course for Social Work Studies often feel challenged. However, both academics and students agree the project tutors' mentoring and coaching to be very efficient.

In our presentation we would like to show what positive effects project tutors have on academics and students when it comes to student-oriented culture of learning and teaching in project-based seminars. Furthermore, we would like to specify both the factors and the specific requirements for a successful use of project tutors.

Our findings are based on evaluations with 1157 students, 35 project tutors and 40 academics during a total of 40 project seminars. By the time the EASSW-Conference takes place we will have complemented the present data with the results of two more semesters.

OC.08-6.2

AN EXPERIENCE OF COOPERATIVE RESEARCH ON SKILLS TRAINING IN SOCIAL WORK

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This article reflects the thoughts that have been developed by the Inter-University Network for Social Work' teaching (University of Alicante, Universidad Complutense de Madrid, Oviedo University, University of the Basque Country, and Università degli Studi di Torino) through several years. The aim was to identify good practices being developed for training in Social Work from the Competences model and to assess possible gaps in the education system, regarding the comprehensive training of social workers. Once consolidated, this network has served as a forum for discussion of teaching profiles as well as for the methods and content that training skills approach requires within the European System of Higher Education bearing in mind the current socio-economic crisis.

From practices included in the network research portfolio, workshops and seminars —where curricula contents are studied and redefined— have been chosen.

Practices chosen in the research being conducted by the network has chosen the supervisory workshops and seminars in which they work and redefine the content that students collected throughout their training cycle. How to convey critical thinking, analytical and proposal skills and proposals to future professionals? How to deal with prejudices that every human being can have and transform them into empathy? What strategies should be implemented in academia to promote the development of an ethical behaviour, a key requisite for practising Social Work? These and other questions are addressed by the authors belonging to the REDITS network from Institute of Education Sciences (University of Alicante).

OC.08-6.3**STUDENTS AS ACTIVE PARTICIPANTS OF EDUCATION PROCESS THROUGH ACTIVE ROLE IN SCIENTIFIC-RESEARCH AREA**Gusic F.*Department od Social Work, Faculty of Law, University of Zagreb ~ Zagreb ~ Croatia*

Bošnjak Martina
 Durdov Anđela
 Gusić Franjica

Within higher education system students have the opportunity to engage in research work due to fulfil compulsory subjects requirements, but also many of them decide to participate in research work as a part of extra-curricular activities. Deepening knowledge, acquiring new skills and linking theoretical and practical work, some achieving additional higher education credentials and creating a network of professional contacts are only some of the benefits of being involved in research work.

This paper analyzes the perspective of research work and perception of research work usefulness by social work students. Research has been conducted by using online questionnaire consisting of 26 items and the sample consisted of 114 students from the Department of Social Work, University of Zagreb.

Respondents generally feel competent enough to engage in research work, predominantly feel that they have the support of institutions and teachers for engaging and generally consider that active participation in the implementation of research is useful to them, although motivation for engagement in research work is not so high.

Correlation analysis showed a positive significant correlation among feelings of competence for the implementation of research, motivation for engagement in research work and perception of the usefulness of active participation in the implementation of research. Interestingly, it was shown that there is no correlation between the feeling of support from institutions and teachers for engagement in research work and above mentioned constructs.

In conclusion, though they should work on their motivation, students still recognize the importance of research and feel competent in this area which is a very good foundation for bigger implementation of research work in the educational of social work students and their active role in it, bearing in mind the previously mentioned benefits that research carries.

OC.08-6.4**BRIDGING THEORY AND PRACTICE WITH DEVELOPING RESEARCH SKILLS: EXPERIENCE OF TEACHING SOCIAL WORKERS IN THE UNIVERSITY OF TARTU**Strömpl J., Kutsar D., Selg M., Merle L., Narusson D., Sirotkina R.*Lossi 36 ~ Tartu ~ Estonia*

Sometime graduates from social work complain about not being able to apply academic knowledge that they have collected during the studies to everyday social work practices. The new global social work definition calls up new challenges for teaching social work as an academic discipline that is both practice and theory driven. Research methods and research practice constitute an important part in social work education at the University of Tartu. Students learn research methods both in special methodology classes and during different social work and social policy subjects. Depending on the very aim of the concrete subject, students complete small scale studies individually, in pairs or in small groups. They learn to produce and analyse data, and present reports both verbally and in written form; they also learn how to “translate” social issues into research questions critically appraise the findings and “translate” them back as new research evidences for evidence-based social work practice. With developing research skills in social work students the teachers of social work give guidance to students how to bridge academic knowledge and everyday practice. In the presentation several examples of “bridging” exercises are driven from both, bachelor’s and master’s programme.

OC.08-6.5**ADULT STUDENTS LEARNING RESEARCH SKILLS. PROBLEMS AND SUGGESTIONS**Alho S.*Jyväskylä University / Kokkola University Consortium ~ Kokkola ~ Finland*

This presentation deals with Master's and Bachelor's degree level adult education in social work using blended learning teaching method. Within the method studying can be done independently or face to face with other students or online via Internet. Blended learning supports the interaction between adult students. The core idea of the method however, lies in the self-guidance and activity of the students themselves, along with peer reviews in addition to feedback given by the teacher. In recent years we have found that the need for counseling has increased among students. Adult students may have problems in academic writing, research methods, grammar in their native languages, and also in the amount of academic research they have read. We presume that the issue may not only be the quality of teaching - other universities have also found that the results do not always match the resources used to teach research skills. The majority of our students have jobs and are only part-time students, many with children, and are trying to balance all of these elements. Our assumption is that the student's interests are directed more toward the substance of social work instead of improving the field by means of research. What we are asking is, is the quality of the research students read good and are they paying enough attention on the initial setting and method of research. Our theoretical examination is based on the method of research-based knowledge production (Karvinen-Niinikoski et al. 2007).

Research question:

Has the quality of research skills really deteriorated? What factors are associated with this? How could existing teaching methods be improved to meet the identified problems in skills?

OC.08-7 Session 8 - parallel session 7**OC.08-7.1****TEACHING SOCIAL WORK ONLINE: EXPERIENCES, STRENGTHS AND CHALLENGES**Kniephoff-Knebel A., Schranz S.*Hochschule ~ Koblenz*

In the department of Social Work in Koblenz five out of six course programmes are taught online-based (blended learning). With online based teaching it is possible to respond innovatory to the meanwhile very diverse life-conditions of our students. Studying can be easier combined with family work, caring for relatives and working life. Effective and successful online based teaching requires appropriate teaching methods. The learning process and the communication must be initiated, supported and permanently accompanied by the lecturer.

The aim of the workshop is to give an insight in our more than ten years lasting experience with online based teaching and to discuss the strengths and weaknesses on the basis of two examples.

Synchronous Online Communication

Collegial consultation is the core component in our dual course of study B.A. „Education & non-formal learning“. The close interconnection between theory and practice is the basis for the dual concept in which students combine practical experiences in institutions for children- and youth welfare with the theoretical background they acquire in their course modules. Interdisciplinary case studies are discussed in real and virtual classrooms. These (lecturer-) moderated discussions are helpful for students to stay in contact with each other and to focus on the main topics of their studies.

Asynchronous Online Communication

Teaching and discussing the theoretical basis of social work is an important part of online based teaching, e.g. in the course programme M.A. Advanced Professional Studies. Students take part in a written asynchronous discussion based on scientific texts and material guided and structured by an academic lecturer. The aim is on the one hand to gather a scientific knowledge of the taught subject in an autonomous and self-organized way of learning. On the other hand students have to contribute in the forum discussion based on written science based statements and inputs.

OC.08-7.2**LESS CONVERSATION, MORE ACTION! PRACTICE RESEARCH VIA E-LEARNING AND ACTIVE LEARNING SESSIONS**

Van Gestel V.

Karel de Grote University College ~ Belgium ~ Belgium

Karel-de-Grote University College in Belgium developed a clear and active curriculum track for scientific skills in the entire social work curriculum (BA). Starting with basic scientific skills in the first year, including a practice research, extend the scientific knowledge in students' second year, leading to an integrative dissertation just before graduation.

This presentation explains the innovative approach that is used in this curriculum track. It starts from a realistic context and combines e-learning with active learning in work sessions to motivate students. On different skills levels students use exercises and tutorials to allow students to make progress at their own pace and to learn on a level adapted to their own skills. Students no longer learn about social science research, they practice the scientific process in all steps.

During this session we will discuss the strengths and weaknesses of this approach and we will give didactical and practical guidelines to achieve a similar approach in your own institution.

OC.08-7.3**INSTRUCTORS AND STUDENTS ROLES FOR CREATING AN EFFECTIVE LEARNING ENVIRONMENT IN SOCIAL WORK DISTANCE DELIVERY PROGRAMS**

Kondrashov O.

Dalhousie University ~ Halifax ~ Canada

An effective learning environment in social work distance delivery programs requires that both instructors and students exhibit certain roles for effective learning and teaching. Berge (2008) lists a number of roles that instructor performs both in class and online. They include pedagogical, social, managerial, and technical roles. Each role has a set of skills instructor should perform to create an effective learning environment. Borges Sáiz (2008) identified five sets of skills that comprise the role of online student. Those sets of skills include operational, cognitive, collaborative, self-directing and course-specific. The writer has synthesized Berge's (2008) instructor sets of skills and Borges Sáiz (2008) student sets of skills and social work professional sets of skills. Five key roles for social work distance delivery instructors and students emerged from this synthesis that help to create an effective learning environment in social work distance delivery programs. The 5 instructors' roles are pedagogical, social, managerial, technical and social work professional roles. Each role has sets of skills for effective teaching. The 5 students' roles are cognitive learner, social learner, self-directed learner, technical learner and emerging social work professional.

The presentation will demonstrate the strong connection between each instructor and student role and sets of skills to create an effective learning environment in social work distance delivery programs and provide implications for designing an appropriate university supports to build those sets of skills for both social work instructors and students.

Berge, Z.L. (2008). Changing instructor's roles in virtual worlds. *Quarterly Review of Distance Education*, 9(4), 408-414.

Borges Sáiz, F. (2008). The role of the online learner: Onsite students becoming online learners. Retrieved online from <http://dugi-doc.udg.edu/bitstream/handle/10256/994/189.pdf?sequence=1>

OC.08-7.4**FROM THE MOUTHS OF MOTHERS: USING DRAMA AND SERVICE USER TESTIMONIES TO FACILITATE REFLECTIVE LEARNING FOR QUALIFIED SOCIAL WORKERS WHO ARE WORKING WITH CHILDREN AND FAMILIES WHO ARE AFFECTED BY CHILD SEXUAL ABUSE**

Leonard K.^[1], Gupta A.^[1], Stuart-fisher A.^[2], Low K.^[2]

^[1]Royal Holloway, University of London ~ London ~ United Kingdom, ^[2]Central School of Speech and Drama ~ London ~ United Kingdom

The paper will discuss the findings of an evaluation undertaken over three years where 87 post qualified children and families social workers on a graduate diploma in children and families social work, attended a one day workshop as part of a module.

The five workshops each consist of verbatim theatre directly built on a verbatim theatre project which was initiated in 2007 as a collaboration between Royal Central School of Speech and Drama London, UK, and Mosac, a charity which provides support resources for protective parents whose children have been sexually abused.

While verbatim theatre is unable to offer a guarantee of factual truth, what takes place is the opportunity for social workers to engage with a series of personal testimonies from service users, in this case the mothers and related practice scenarios. The evaluation identified a dominant theme for participants was the opportunity to engage with the emotional dimension of their role and two codes within this theme emerged related to social work practice and pedagogical approaches. The workshop provided a learning environment where the social workers affective experience of working with a family where there is suspected or known child sexual abuse could be explored in a contained and safe environment that allowed the practitioner to explore feelings including uncertainty and anxiety. The impact on practice included the need to recognise and respect the often marginalised narratives voiced through the testimonies of the protective mothers. There was also recognition of the impact of child protection agencies that can be detrimental to supporting the protective mother. Implications for pedagogical approaches to teaching social workers assessment and decision making practices are discussed and consideration given to whether this learning episode provides a way to practice critical reflection.

OC.08-7.5**THREE CORE COMPONENTS OF THE THEORETICAL MODEL FOR AN EFFECTIVE LEARNING ENVIRONMENT IN SOCIAL WORK DISTANCE DELIVERY PROGRAMS**

Kondrashov O.

Dalhousie University ~ Halifax ~ Canada

Effective learning environment in social work distance delivery programs incorporates a number of overlapping components. Despite challenges in defining those components, such an environment can be created. An effective learning environment in social work distance delivery programs occurs when students successfully master learning objectives within a quality designed learning environment where both the instructor and the students are satisfied with both the process and outcomes of learning. This definition for an effective learning environment includes three core characteristics of service effectiveness from Patti's (1987) definition: effectiveness measured as success (an outcome dimension of effectiveness that focuses on successful mastering of the learning objectives); effectiveness as a quality dimension that focuses on the process characteristics of learning effectiveness (instructor and student characteristics and university supports); and effectiveness as satisfaction, which is based on instructors and students positive learning experience in each course and three presences from Garrison, Anderson, and Archer's (2000) community of inquiry model (cognitive, teaching, and social presences),

Based on suggested definition the author will propose a theoretical model for creating an effective learning environment in social work distance delivery programs. The model includes three interconnected components: philosophical, environmental and experiential presences that reflect key measurements of effectiveness that are discussed in the current literature.

The presentation will highlight what constitute the above mentioned three components for creating an effective learning in social work distance delivery programs and suggest how those three components can be incorporated in design and delivery of future social work courses using distance delivery methods.

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2, 87-105

Patti, R. J. (1987). Managing for service effectiveness in social welfare organizations. *Social Work*, 32(5), 377-381.

OC.08-8 Session 8 - parallel session 8

OC.08-8.1**STORYCATCHING: HONORING STUDENT VOICES THROUGH DIGITAL STORIES**

Sheridan P.^[1], Ibanez L.^[2]

^[1]Whittier College ~ Whittier, ^[2]MSW, Director of Social Work Field Education at Whittier College, Whittier, CA, USA

Purpose: This presentation prepares participants to use digital storytelling as a pedagogy that integrates students' social work knowledge, skills, personal and professional identity. Students build on narrative, empowerment, and strengths theories to create digital stories that reflect professional competencies. Digital storytelling is an emerging global language of the 21st century.

Description: Digital storytelling is a new form of an ancient practice, the sharing of one's significant experiences with a community. Story-telling is sense-making and provides an additional wisdom- a narrative of knowing. Social work practice builds on the capacity to empower all, particularly those who are marginalized, by sharing narratives of truth. We support students through the digital storytelling process by sharing their narrative in a story circle; writing a one page script; creating a storyboard that maps out the script, images, graphics, and sound; recording the story; integrating all parts into a finished product. Students use higher order thinking in creating and telling their stories, increased literacy skills, improved listening, recall, sequencing, and editing.

We provide conference participants resources for each phase of digital story development and an evaluation tool that addresses the quality of social work and media content. We discuss lessons learned from students and instructors.

Conclusion: Digital storytelling is a learning tool that supports students in our college who are traditionally underrepresented in higher education, primarily Latin American immigrants with economic, political challenges, language barriers, and separation from family. Students cross and transcend borders in many ways. The digital story honors students' journeys, and is a "thumbprint" that identifies their success as beginning social work professionals who share challenges that many of their clients face. Digital stories reflect students' unique cultures and learning styles, and become an enlightening dialogue for storyteller and listener.

OC.08-8.2**SOCIAL MEDIA IN SOCIAL WORK EDUCATION: DEVISING A SOCIAL MEDIA STRATEGY**

Westwood J.

University of Stirling ~ Stirling

This paper explores how social contributes towards social work education, drawing on some of the lessons learned and challenges raised in empirical projects. There are valid concerns raised by social work professional bodies about using social media, for example blurring boundaries and breaches of confidentiality and there are limitations as well as potentials for integrating social media in social work education. New digital technologies can make hitherto difficult to access resources immediately available and promote networks and collaborations across physical and geographical borders. There are established social work academics making effective use of these tools, but it appears that many educators and student social workers are less enthusiastic. This paper will report on a current project which is designed to develop a social media strategy for a social work programme in a University in Scotland. The starting point of a social media strategy for social work education should recognise the risks and tensions in "going public" whilst also focusing on raising awareness of the potential affordances that engagement with social media offers to educators and its contribution to elements of students' learning journey, including the development of their critical reflective thinking. Engaging social word educators in new methods of communicating with students and with each other using public social media platforms such as Twitter and Facebook, requires us to tackle not only the technological barriers, but also the concerns about the novelty factor, and about the time it takes to develop the skills to utilise these technologies with confidence. This project, designed to reduce educator anxiety and increase educator skills and knowledge using peer to peer interaction sessions and social media surgeries highlights some key lessons for other programmes who may wish to develop their own strategies in the future.

OC.08-8.3**SOCIAL NETWORKING IN SOCIAL WORK DEGREE TEACHING:
#SOCIALWORK2.0 AS AN INNOVATING TOOL**

Fernández-Montaña P., Esteban-Ramiro B.

CASTILLE LA MANCHA UNIVERSITY ~ TOLEDO ~ Spain

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THE PURPOSE AND THE CONTEXT OF THE PRESENTATION:

During the last decade, Information and Communications Technology (ICT) has grown in the Information Society and it has been necessary to incorporate it in Educational context. This is the reason why its inclusion becomes a requirement for the new students and teachers generation in high education as it gives the opportunity to develop new teaching methods. The popularity of Social Networks in the university students makes necessary its inclusion on teaching platforms, as well as analyses its use as a tool that provide a meeting with competencies established by the European Higher Education Area (EHEA) and the Bologna Process.

BRIEF DESCRIPTION OF THE METHODS USED:

These are the main reasons why we create #SocialWork2.0 as a new teaching experience in Social Work Degree, where teachers design an interactive website that try promoting students leadership, independent and reflexive learning and implication in collaborative activities. The experimental teaching method were explored by an analysis of the discourse, exploring the intensity and relevance of the student´s contributions in the new Social Network.

**A CONCLUSION THAT UNDERLINES THE NEW DIMENSIONS OR
UNPUBLISHED RESULTS OF THE PRESENTATION.**

The high collaboration of the students in #SocialWork2.0 and the quality of the reports explored through the Social Network analysis, concluded that the use of Social Networks as an interactive teaching tool contributes to the promotion of the established competencies by the EHEA as self-study or critical skills in students. Consequently, it becomes a good opportunity to improve and innovate higher education teaching methods in general, also in Social Work Degree, making necessary its inclusion in a new generation of teaching platforms.

OC.08-8.4**IMAGE TECHNOLOGIES AS AN INNOVATION FORM IN SOCIAL WORK
EDUCATION**

Pervova I., Kelasev V.

Saint Petersburg State University ~ Saint Petersburg ~ Russia

The use of telecommunication technologies have become a customary way of interaction among people, especially in the younger generation. Ordinary didactic methodologies more and more fail to maintain students' interest in studying a subject and keep their attention especially in "tedious" disciplines. Visualization of the study material, usage of audio-visual technologies and creativity of students in developing their own projects is a new step in integration of imaging and pedagogical technologies. Computer games, films, social advertisements illustrate the products of students' activities which stimulate interest in the profession of Social Work, widen the scope of their self-realization, develop group work skills, demonstrate social work technologies, define the most vital problems of society in the eyes of the younger generation. The range of students' projects indicates the success of these contributions to their educational experience. The social networking, texting behaviors and video capabilities common to the younger generation have already sensitized them to the use of technologies. A major advantage of these produced awareness and training materials is that they are the result of student identified problems and are framed in ways which directly relate to the values and view of the students themselves. This is a key element in the total educational experience. This improves the probability that the materials will communicate and have impact. The range of topics presented in the options such as computer gaming, films, social advertising relate to real life problems of people (smoking, alcoholism, drugs, sex, disease prevention, family conflicts, homelessness etc.). A main barrier to the effective use of these forms of study is the insufficient level of technical support at the university. There is also a lack of appropriate equipment and related computer programs to produce audio-visual training materials.

OC.08-8.5**HOW TO INTRODUCE THE DIGITAL ONLINE HELP AND COUNSELING IN THE CURRICULUM OF SOCIAL WORKERS? SOCIAL-LEGAL SERVICES AS AN EXAMPLE**

Gibens S.

Karel de Grote University College ~ Antwerp ~ Belgium

A recent development is the digitalisation of public welfare services. This is also apparent within social legal services. The use of ICT within social legal services is often connected with the knowledge of the existing sites. Searching the internet generally requires typing names of organisations, appropriate sites or the correct social legal words. The client is not always familiar with these concepts and searches the internet in a different way. Online services are a recent phenomenon and research on that issue is hardly available. This presentation sketches the current place of ICT within the framework of social (legal) services and points to the remaining challenges for the client and for the professional. These challenges are multiple and on different levels. The first level is the client who should be more self-reliant and will have to formulate his needs in a standardised and uniform way. Special attention should be made for vulnerable people. On the second level the social work professional should be able to analyse the digital market for help and be able to support the client. The third level implies the role of the government in the hardly regulated private market of the internet. As a result these challenges are also reflecting the education of social workers.

The conclusion is that schools of social work have to prepare students to obtain the appropriate skills to analyse the digital market for help. Although the current generation of social work students is familiar with all sorts of devices, they should learn appropriate knowledge and skills to detect the possible threats of digitalisation regarding the increase of negative social capital (i.e. vulnerable citizens and residents). Special educational methods are introduced such as blended learning so students are capable to solve cases through analysing internet applications of social services.

OC.08-9 Session 8 - parallel session 9**OC.08-9.1****INTERSPACES OF LEARNING. WHERE AND HOW DOES THE LEARNING OF ADULT PART-TIME MA STUDENTS TAKE PLACE?**

Svenlin A., Viitasalo K., Alatalo J., Matthies A.

Kokkola University Consortium Chydenius ~ Kokkola ~ Finland

This paper is reflecting upon the learning process in a particular educational setting of adult part-time social work MA-students in Finland. The students are already working in the field but gain their social worker qualification by taking part to a part-time MA program in social work. Following the blended learning model, our program combines contact seminars, web-based courses and distance learning. In practice the students move constantly between the campus, home, family and the working place. For some of them a weekend course can mean 1000 kilometers of travelling. As a team of teachers we started to consider the question where and how does the learning actually take place. In the presentation we introduce the concept of 'Interspaces of Learning' as an analytical tool to create understanding of adult MA students learning experiences.

As empirical data we use the individual concluding essays which the students write at the end of their MA studies and where they reflect their learning and growth to a social worker. Based on a data-driven content analysis we detected that the learning is often connected to a description of a transition between different events and places, between theory and practice. In our interpretation these transitions represent an interspace which is a new field and a new learning space, between the established ones of university, work and home. The findings of our study lead us to discuss how the social work educators can become aware of and promote transitory learning process.

OC.08-9.2**SOCIAL WORK IDENTITY AND THE SOCIAL WORK STUDENT: USING HOLISTIC ACTIVITIES TO DEVELOP AN INDIVIDUAL, INTEGRATED, AND RESILIENT SENSE OF SELF**

Walton P.^[1], Ashworth P.^[2]

^[1]University of York ~ York ~ United Kingdom, ^[2]Independent Researcher ~ Leeds ~ United Kingdom

A strong social work identity is a protective and enabling base for practitioners, and essential for newly-qualified social workers as they negotiate the transition from education to employment.

This presentation engages with debates about the nature and process of identity formation, in both general and professional contexts. We go on to describe and reflect on our holistic, multi-dimensional approach to helping student social workers bring into being their distinctive, individual, social work identities. Our aim is the integration of the universal, shared, and institutionalised elements of social work with students' individual histories, commitments, interests, and strengths. In addition to critical cognitive exploration of the nature and impact of their own and other's life experience, choices, and the extent of the challenges posed in contemporary social work, we use methods that directly highlight the physical, sensory, and aesthetic aspects of lived experience, examining their relevance for social work practice. We have used artistic approaches in several modules, and the presentation will be illustrated by creative work produced by social work students, including art, craft, music, and drama. Most recently, we have engaged students in outdoor photography as a method to develop their sensory and aesthetic sensibilities in a critical manner.

Our focus on identity as malleable and shifting necessarily leads to critical discussion of the intuitive, imaginative, and creative elements of life, both for social workers and for the people they seek to help. Our experience has been that this holistic consolidation of professional identity contributes to ethical confidence, independent thought, a commitment to continuing professional development, and resilience.

OC.08-9.3**THE LEARNING GROUP: STIMULATING PERSONAL DEVELOPMENT AND TRAINING BASIC COMMUNICATION SKILLS WITH FIRST YEAR BA-STUDENTS**

Verschueren M.

Lecturer at Karel de Grote University college ~ Antwerpen ~ Belgium

Karel-de-Grote University College in Belgium starts every year with 360 first year students in Social Work.

The aim is to encourage a process of personal growth and development in which students get to know themselves better on the one hand. And to teach them basic communication skills as active listening, giving feedback, expressing opinions on the other hand. The challenge is to offer a similar program to these students in 24 small learning groups of 16 students each in which we combine both goals.

Therefore we transformed in our new curriculum the old training concept 'learning group' into a new 2 trails-concept that fits into the new curriculum overall vision based on 5 learning tracks: practice, conceptual, skills, integral and learning pathway.

Our first year students are mainly between 18-22 years old. Students show differences in ability in selfreflection, means of self-support, variable living conditions and possibilities to make free choices. Our aim is to stimulate students to take more responsibility from the beginning for their own learning process and goals, and to guide them to learn more out of their experiences inside and outside the 'learning group'. At the same time we aim to train the basic communication skills, that need to be evaluated and are necessary for the further learning steps

We integrate all kind of activities in a logical year program: exploring week, group discussions on news items, diary, reflective learning, making presentations, home-work, training and coaching each other, social work experience, personal development plan etc.

In this presentation an overview of the pillars of the year concept will be explained. Some multifunctional tasks that we use will illustrate the integrated concept, and might inspire your training practice.

OC.08-9.4**MIDTERM STUDENTS' EVALUATION: KEEP-START-STOP TECHNIQUE TO IMPROVE DESIGN AND DELIVERY OF SOCIAL WORK AND SOCIAL DEVELOPMENT UNDERGRADUATE COURSES IN CANADA. LESSONS LEARNED**

Kondrashov O.

Dalhousie University ~ Halifax ~ Canada

Midterm evaluation is one of the many ways instructors can receive feedback from students on course design and delivery. Baldwin and Blattner (2003) suggest that by having evaluation in intervals during the term instructors gain the feedback that can help address problem areas and improve teaching effectiveness when the course is still in progress. Midterm student feedback helps instructors to make necessary changes that reflect needs of learners before the end of the course. Students who participated in the midterm evaluation commented during their final course evaluations that the keep-start-stop technique was very helpful in addressing their learning needs.

The presentation highlights how midterm evaluation technique keep-start-stop (University of Ottawa Centre for University Teaching, n.d.) was used in a number of social work and social development undergraduate courses and what lessons instructor has learned on how to analyze and interpret students' feedback received from midterm evaluations to help inform teaching practice and promote the creation of an effective learning environment in social work and social development undergraduate curriculum in Canada.

University of Ottawa Centre for University Teaching. (n.d.). Mid-term course evaluations. University of Ottawa. Retrieved online from http://www.saea.uottawa.ca/cpu/index.php?option=com_content&view=article&id=183&Itemid=0&lang=en

Baldwin, T., & Blattner, N. (2003). Guarding against potential bias in student evaluations. *College Teaching*, 51(1), 27-32.

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OC.08-9.5**DIDACTICS: THE MERITS OF OBJECT LESSONS AND GAMIFICATION IN HIGHER EDUCATION**

Knevel J.

HU University of Applied Science Utrecht ~ Utrecht ~ Netherlands

Successful teaching requires knowledge about learning methods to which teaching approaches and methods have to be adapted. The didactic method is a teaching method that follows a scientific approach or educational style to engage the student's mind. Didactic learning methods focus on the baseline knowledge students possess and seeks to improve upon and convey this information. There are several ways to achieve this.

This presentation will make a case for object lessons and gamification in higher social work education. Both methods support and promote the learning process of understanding theory. Object lessons are best defined as using examples, i.e. tangible objects, from real life that teaches a lesson or explains something. The objects serve as a practical example of a principle or abstract idea. Gamification is not a replacement for the traditional method of teaching, however, it should have a more prominent place in higher social work education. Digital and non-digital games are effective ways to engage and motivate students to achieve their personal and professional goals, to help them better understand social work theory and practice and apply new knowledge and insight.

This presentation will advocate for object lessons and game based learning at the universities of applied science as well as in the field of social work. It will do so by practicing what will be preached: with objects and a non-digital game addressing the United Nations Convention on the Rights of Persons with Disabilities.

ITALIAN SESSION

OC.10-1 Italian Session - parallel session 1

OC.10-1.1

“ALTERVISION” AS AN EDUCATIONAL METHOD FOR PRACTICAL KNOWLEDGE SHARING AMONG SOCIAL WORKERSGui L.*Università di Trieste - Trieste*

The research aims to show the process that helps social workers to develop their own competence, drawing it from experience. Currently, social services' context leads social workers to cope unpredictable solutions. Therefore they exploit their own practical knowledge before being aware of any conceptual reference. However this impromptu practice is often effective.

Research allows to provide social workers with a valid method to learn from their own experience and action. Usually social workers call their choice of intervention “intuition”, thus they don't look clearly at the cognitive process that led to the choice. On the contrary, the present research observes abductive inferences, which orient professional actions without an available theory. If abductive inferences become explicit, they can be turned into rational thinking. Therefore, through a narrative approach the subjective, usually implicit, perception may become explicit, communicated and evaluated.

This method is called “Altervison” because the process is more effective within a peer group, where all the participants are “alter” (others) who help “alter” (others). The opportunity to reflect is not guided by an expert, “superior” supervisor, but as mutual help and education among professional social workers.

Since 2009, ten groups of social workers in nine different towns of northern Italy experienced Altervison as an action-research on education. Each group was composed of several sub-groups, formed of 10 professionals each. The experimentation consisted of 5 meetings in a year. At the end of one year, the efficacy of the method was verified thanks to a short questionnaire and semi-structured interviews.

First results showed that social workers who experienced Altervison were gratified and improved their empowerment. In addition, they reduced burnout behaviours and recognized the usefulness of this educational method to increase their professional competence.

OC.10-1.2

THE EMERGENCE OF THE CONVERSATIONAL ACTIannitelli Muscolo S., Sangra Boladeras A., Lopez Rodriguez J.A.*University of Barcelona - BARCELONA - Spain*

This paper is the result of the joint initiative of a group of university teachers who teach the subject of Social and Communicative Abilities. What we are presenting is part of the elaboration of audiovisual material designed with pedagogical purposes with the aim of introducing students to the challenges they will encounter in their professional exercise in a time which some authors consider a change of era.

Ideas are reconsidered so that subjects, families, the community... can be understood and attended from the narrative of their own stories, told in their own living context. From this perspective, we try to present the proposals and strategies we have outlined to allow an involvement with citizenry and dynamize spaces of thought with the capacity to re-(co)-construct conflictive or segregational social relationships. We believe that in their intervening with people and communities, when social workers know how to listen, they are building society, socializing; they are building democracy and citizenship when entreating another to talk and listening to his or her words, like a student learns from a teacher.

This would be the first building block of what might be called Social Work strategies: the creation of a political culture among citizenry in the manner of social processes that must be independently treated.

To us, the main aim social work has to pursue is to become a place and a time that are welcoming; for this, we must reprise the archaic meaning of converse, that is, to be familiar, to dwell, to associate with another exchanging hopes, fears, doubts, certainties. And where? In the public square, in the street, a bar... This paper seeks to focus in the challenge that the communicative act represents in Social Work from the perspective that some authors consider a change of era.

OC.10-1.3**METE NOPROFIT: TOGETHER TO STRENGTHEN PROFESSIONALISM**

Bosio S.^[2], Dell'Acqua M.D.^[2], Piscitelli D.^[3], Trevisi G.^[1]

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METE Noprofit consists of expert social workers well aware of their own professional identity account. Its purpose is to promote and develop the different features (ethical, scientific and methodological) of Social work, which is based on the value of the individual, family and community. It offers cultural and methodological contents, appropriate to examine the reasons founding Social work (www.metenoprofit.org).

Thanks to its research, METE Noprofit's members have developed a way of thinking that is endogenous to Social work, open to discussion but not subordinate to other disciplines, giving importance to the interaction between theory and practice.

Operating areas:

a)Anthropology / ethics relationship

METE Noprofit, in agreement with CROAS Lombardy, promotes an annual training course entitled "The ideal to the test", covering various topics aiming at the consolidation of a qualified professional ethics organization.

b)Best practices

Training courses characterized by scientific systematization of experiences in the field are offered. Some examples: "social networking and working in net", "case management with community and family", "distribution of caretaking burden", "project methodology in the social action", "teamworking methods and instruments".

c)Best practices in a context of social life

METE Noprofit quarterly organizes an original initiative to support social workers' professionalism: "Conversations in company". It consists of a training with a social work's testimonial, ending with a dinner open to all participants. It provides to social workers and Social work's students with an opportunity to meet people and important professional experiences able to question everyday social work. It offers a meeting point of needs and resources.

d)Technical and scientific support to NGOs

METE Noprofit cooperates with NGOs in innovative projects of social solidarity. Towards 2025 METE Noprofit is expecting an effort on subsidiaries policies, rigorous scientific approach, on field validated methodologies, professional jointly liable community.

OC.10-1.4**THEORY AND PRACTICE IN SOCIAL WORK EDUCATION**

Riva V., Bertotti T.

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This paper lies within the studies on social work education that consider the professional training as a place where students can learn and exercise their capacity of connecting theory and practice.

It reports the results of a small pilot study carried out at the University of Milano Bicocca, employing a semi-structured questionnaire submitted to a group of students of the second year of the bachelor in Social work. The study has the double scope of identifying:

- if and how far the class of 'guida al tirocinio' (internship guidance) helps the students in finding links between what they learn 'in theory' and what they observe during their first internship experience,
- which themes, arguments and teaching methods are perceived as most useful for their future professional practice by the students, in relation to the class of 'methods and techniques of social work' and of other disciplines.

OC.10-1.5
THE IMPOTENCE/OMNIPOTENCE COUPLE IN THE PROFESSIONAL TRAINING

Laconi A., Palomba F.

Università degli Studi di Sassari ~ Sassari ~ Italy

The professional training is a process of contextualized learning that involves a strong relationship between the trainee and the supervisor, considering any training as always intrinsically relational. This dimension (relationality) is closely related to the high emotional content of the experience as well as to all expectations of each actor involved in the process. These expectations may cause feelings of impotence or omnipotence that can undermine the experience itself.

The trainee, as a learner, begins the training experience just like a child expecting to learn something from someone else (i.e. the adult): he/she feels incapable and impotent facing an unknown reality; au contraire the supervisor is perceived and experienced as omnipotent and the trainee tends to project his/her negative or positive feelings on the supervisor. At the same time the trainee has the desire to assume the role of the “perfect student”, able to take possession of all the possible knowledge and correspond with the idealized expectations of the supervisor. Experiencing him/herself as impotent does not allow the trainee to express his/her own knowledge, skills and abilities and inevitably leads to imitative learning processes that do not assure the possibility of rethinking the experience itself.

The main aim of a professional training should be “to learn how to learn” as well as focused on a constant self-reflection of the person as a trainee: therefore Universities and Professional Communities should basically pay attention not only to learning outcomes and contents but also to the provision of adequate didactical strategies able to develop trainee’s reflective skills in order to promote theory/practice connections and strengthen professional identity.

The development of the “daily journal” instrument – considered as an expression of self-reflexivity – could overcome the binary logic of the impotence/omnipotence couple in favor of the different principle “I learn, therefore I think.”

OC.10-1.6
AUTOBIOGRAPHY AND REFLEXIVITY IN SOCIAL WORK

Pregno C.

University of Turin – Degree in Social Service Member of the Professional Body of social workers – Regione Piemonte ~ TORINO ~ Italy

Purpose and theoretical context

Social work is recent member of the professional world; therefore some of its theoretical constructs are still fragile. To be recognized as a profession it seeks to belong to a certain scientific tradition; evidence-based practice is an example of the choice in this direction. In doing so, social work risks losing some traits of its identity, which instead have a reason for being. To try to link theory and practice, it may therefore be useful, so that you fertilize each other, assume strategies for reflection on practice.

Methods

Schön’s theory of reflexivity allows you to rethink professional actions and bring them back to the theoretical assumptions that underpin and justify them: making use of the theory, this paper proposes the autobiographical perspective as a method to study the professional practice. The ability to think can be understood not only as a cognitive faculty, but as a faculty capable of combining the level of rational reasoning with the nuances of emotions, feelings, intuitions; in other words, with subjective interpretations that always accompany the analysis and action.

Conclusion

The autobiographical perspective highlights this subjectivity; if applied to social work, it allows:

1. Training and self-assessment, to understand the mosaic of the own identity of the social worker;
2. The reinterpretation of the life stories allows us to consider the social work and the resulting exposure to pain as an opportunity for growth: mental health is the first tool operator’s working capital;
3. The autobiographical writing allows us to exit from the oral transmission of knowledge, into a more transmissible to know, that can reach more people at once, overcoming the need of direct interaction, while maintaining boundaries which are typical of women’s writing, the dominant gender in social work.

OC.10-2 Italian Session - parallel session 2

OC.10-2.1

SOCIAL WORKERS CONTINUING EDUCATION GROUP - VARESE

Zanetello V.

Social Worker - Referent person of working group of province of Varese ~ Varese ~ Italy

The experience of the “Social Workers Continuing Education Group” of the Province of Varese was launched from 2009-10, moving from the Lombardy Regional Association of Social Workers’ guidelines . As a matter of fact, according to the national reform of the Professions Associations introduced in 2012, Italian social workers are due to meet, every year, the national standards for Continuing Professional Development.

Since 2013, the activities of the group, which meets monthly and now counts about 8 fixed components that operate both in the municipalities and in non the nonprofit sector, focused on the analysis and sharing of the theme of “new forms of poverty “. This’ in response to the significant impact of the economic crisis on the daily activities of social workers and on their ability to guarantee an answer to the growing demand for support made by those who are in need. The training group is then deepening this issue with particular attention to: the interpretative framework adopted by social workers in dealing with the phenomenon; the practices adopted every day; the ethical dimension. From the methodological point of view, the Group opted for the active involvement of all participants in presenting each other analysis and study material (articles, texts, regulatory updates), which are discussed during the meeting. All this material is then published on a on-line platform (google drive). This year’s goal of the Group is to organize a public event in order to present the results of this whole experience to the local social workers community and, at the same time, to involve the institutional and political level into the discussion about “new forms of poverty”.

OC.10-2.2

SAFETY AND QUALITY IN SOCIAL AND HEALTH SERVICES: POSSIBLE WAYS AND STRATEGIES TO PREVENT RISK, PROTECT SOCIAL WORKERS AND GUARANTEE QUALITY IN THE AID RELATIONSHIP

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In the past years, an increase of aggressive episodes in the area of social services, also towards social workers, has been observed. The alarm bells started ringing when the form of aggression passed from verbal expressions, direct or by phone, to physical aggressions, that have the mass-medias’ vast attention and often blames the professional aspect of the controversy. The question of security has been put forth through a Laboratory promoted by the regional Professional Register of Social Workers of Lombardy, viewing to:

- analyze what’s really happening with the social assistants services
- start reflecting on how this reoccurrence of aggressive and violent manifestations reflect on professional response and the quality of services
- support these professionals by the identification of legal protection and security in their working environment

Going in depth about the phenomenon, it emerged that there is total absence of data in measuring the problem, that can help both face the situation of Security and Health in the working space, and also analyse the quality aspects of this phenomenon regarding its diffusion in different areas of intervention, territory and organization of these services. The best instrument for this purpose is to start with a quantity/quality research directed to the subscribers in Lombardy.

The creation of an Observatory at a national and regional level, who’s task is to assure active monitoring of the situation and upload initiatives and processed material, formulate concrete proposals on the WEB and Media, is the goal of the National Professional Pact (Order, SUNAS, AIDOSS) to promote and protect the image of Profession, aiming at new and more efficient ways of communicating and elaborate a better relationship with the media.

OC.10-2.3**SOCIAL RESEARCH AS A LINK BETWEEN THEORY AND PRACTICE OF SOCIAL WORK**Tilli C.*Università degli Studi "Roma Tre" ~ Roma ~ Italy*

Purpose and context: The work aims to present an experience gained within the Master degree in Management of Politics and Social Services of the University "Roma Tre", during which students conduce a course of training dedicated to research experiences in the field.

Description: The current system of Master degree courses in Italy provides for 250 hours of theoretical-practical internship; at University "Roma Tre" these paths, developed in facilities in which social policies and social services are implemented, allow students to proof themselves with research experience in the field. The teaching method requires that students be guided, in this path, from an introductory workshop on research in Social Work, and that the practical phase of the training take place under the supervision of two tutors: one belonging to the service/organization where the training takes place, the other provided by the University among the teachers of Social Work courses, or other courses of the same Master degree. The research work carried out on this occasion is then, in most cases, inserted and expanded in the elaboration of the thesis.

Conclusion: The experience of recent years has shown that, despite some critical elements, such internship can become not only an interesting link between theory and practice in the learning experience of the student, but also more broadly between theoretical and learning context (the University) and practical/operating context (services and organizations).

OC.10-2.4**EXPERIMENTAL INTERNSHIP AND INNOVATIVE PERSPECTIVES ABOUT PROFESSION SOCIAL WORK**Dellavalle M., Rocca V.*University of Turin ~ Turin ~ Italy*

This work shows the results of a study about the pilot project promoted by the Social Work Bachelor Program at the University of Turin on the inclusion of trainees in social private context in which there are no social workers. The Italian Social Work internship is usually in public organisation. To ensure the educational objectives, there is supervisor coming outside that organisation: it is a social worker appointed and paid by the university. The project incorporates past experiences that have seen social worker school engaged in pioneer projects that have started new services and projected an innovative perspective about the profession, in order to promote new employment opportunities. - The objectives of this research is analysing the 61 experimental training standing in two directions: - on the one hand, the assessment of learning outcomes, using the contribution based by adult learning theories; - on the other hand, the analysis of the impact on the host organizations, generated by the inclusion of social work trainers and the collaboration with the university. The work contextualises the experience in the current welfare system and imagines possible professional spaces in these new arrangements. The methodology has been mainly qualitative, through the involvement of all the actors (students, external supervisors, tutors and private institutions) and the use of many different tools such as semi-structured interview and focus groups. The outcome results show significant implications for the profession: some cases of the previous internship experience have led the employment of social workers, while other contexts, that have not created new employment opportunities, have anyway found fruitful collaborations that have disseminated correct views about the profession. From the educational point of view, the opinion of the various stakeholders have been compared in a critical way, recognizing potential and criticality of the training device.

OC.10-2.5**THE STUDENTS' "REPORT" DURING THE TRAINING: AN ANALYSIS OF FIELD TESTING WITH CLIENT, ORGANIZATION AND COMMUNITY**

Cellini G., Musso G.

Università degli Studi di Torino - Torino - Italy

Herein we report a study aiming to explore the feedback of the students attending the Degree Course in Social Work at the University of Turin to their internship activity. The investigation has been conducted analysing quantitative and qualitative data extrapolated from a sample of fifty "reports" compiled by the students during their internship. The "report" is a tool developed by our educational team to monitor the evolution of the internship experience through indicators related to specific professional tools. Moreover, the experience has been reviewed considering both the three dimensions of the professional action and the social work ethics. The reported study is targeted to clarify long-standing questions on the relationship between theory and practice in the social work field. Indeed, several theoretical studies, focused in particular on the Italian scenario, suggest that professional intervention is ideally growing in a three-dimensional perspective "as it stands at the intersection between the client (individual dimension), organization and community". However, the recent literature also highlights the tendency towards an increasing bureaucratization in the daily practice of social workers, driven by the typical pressures related to the managerialist orientation. The resulting professional action would be limited to the relationship social worker-client and definitely realized mainly within the individual dimension. Hence, an high risk of de-professionalisation can be envisaged. The research here presented investigates what professional tools are experienced by students during their internship and in which of the dimensions of the social work. In particular, we wonder: is there a predominance of the individual dimension in the professional action? Is the work in the organization and community dimensions somewhat neglected in the daily practice of the profession? If it emerges that social workers operate predominantly in the individual dimension, how this practice affect the education of the new generations of professionals?

OC.10-2.6**EXPERIENCING THE USE OF THE SELF IN HELPING RELATIONSHIPS: A PATHWAY IN GROUP**

Merlini F.

Università Cattolica Sacro Cuore - Milano - Croatia

Experiencing the use of the self in helping relationships: a pathway in group
An experience workshop, established some years at the Catholic University of Milan and Brescia, addressed to students of the second and third year of the Bachelor' degree, which have a space to reflect on the fundamental question of the use of the self in the helping relationship. A path of work in small groups with a conductor expert, aimed at supporting the development of an approach to the profession that considers reflexivity and work on himself indispensable and that can accompany the social worker throughout its history professional. An opportunity for students to acquire a work style thoughtful to put into practice when they meet people in suffering, overwhelmed by the unexpected critical events of life. Prepare students of social work to use of active and enhance the echo aroused in them by the encounter with the other. The use of active techniques to test themselves in a group, to say what the students think and especially what they feel. Have a time and a place where they can express, verbalize and think about the expectations of the aid in problem situations; deepen the competences already in possession of the student. The attention to bring out, recognize and value the emotional experiences, in order to consider a tool of the profession. Work in this direction allows not only to develop a greater reflexivity and then learning from practice, but also highlight the significant wealth of experience on which operators are holders, recognizing it as a fundamental element of the quality of the professional social worker. The paper will present and discuss three different issues:

- the development of the laboratory process
- the techniques used
- students' opinions about the experience.

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OC.10-3 Italian Session - parallel session 3

OC.10-3.1

COORDINATION GROUP OF BERGAMO SUPERVISORS: A COLLECTIVE EXPERIENCE OF SUPERVISION (1999 - 2014)

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Born in 1999 in the province of Bergamo (Lombardy), the coordination group of supervisors aims to set some basic requirements for the development of a “good placement” for students of social work with an inter-institutional perspective. Formed initially by social services of the ASL (health sector), is currently made up of social workers operating in municipalities, local health agencies, hospitals, and third sector that are available to the role of supervisor. Being supervisors and confronting with other supervisors is an “added value” to the way in which to address the fundamental task of knowledge and experience transmission in the learning process of the professional role through internship. The Group is a space for the professionals to activate reflections on the training itself and on current changes in welfare services and the impact on the practice in different realities; is an opportunity for professional enrichment by allowing to come out from the solitude of personal experience and avoiding self referentiality also in critical decisions (eg to repeat the experience of internship or re-orient the student to other training programs); it is an area of training and self-training; it helps to build equal relationships with the Universities. In recent years the role has encountered some hardships related to tightening of the conditions of work, fatigues of the social workers and turn over. Hence the need to focus on training, to resume ties with the university, to review some practices and the need to better understand how many are now the colleagues who play the role of supervisors or are available to do so, to analyse the generational change, the development prospects for the group through a study of the motivations and the feasibility of the experience of internships supervision.

OC.10-3.2

THE SOCIAL WORK IN TIMES OF THE WORLDWIDE SOCIAL AND ECONOMIC CRISIS. OUTCOMES OF SURVEY IN THE VENETO REGION (ITALY)

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This essay refers to the analysis of some results of the data collection of a research taken place in 2012 in a sample of 1343 social workers (51% of the universe) enrolled in the professional Order of Veneto. The general survey has been carried out for two main purposes:

- 1) To give continuity to some research areas and referred to a previous research of remarkable national interest published in 2011 (Models, markers and methods to represent the formative efficacy of the university courses_in_order_to_get_the_accreditation_and_the_organisational_improvement);
- 2) To investigate deeply some aspects of the area of the social work such as: the professional environments of the social workers, their perception and assessment of the current context of social and economic crisis (and the impact of the operating procedures), the formative needs (elementary and continuous formation). Thus, this contribution presents the data emerged from the research (one part of the areas emerged as quoted in point 2) i.e. the perceptions and the assessments of the social workers related to their settings of intervention in the society, influenced by the worldwide financial, industrial and economic crisis from 2007 up to nowadays.

The tool used for this survey has been a questionnaire self-filled in, provided online through the technique CAWI (Computer_Assisted_Web_Interviewing), which has permitted to cut the survey costs and moreover to enable the achievement of a wide availability of the statistic set. The questions of the questionnaire (number 34) were closed and open.

The analysis methods of the data gathered have been both quantitative (SPSS) and qualitative (NVIVO_8).

Conclusions: the data emerged show that considering the new settings of social and economic crisis which are involving wide ranges of the population, the social workers adopt different strategies and need new knowledge in accordance with the values and the principles of their job

OC.10-3.3**SOCIAL WORKERS' COMPETENCE IN PROMOTING NETWORK AND INCLUSIVE CASE MANAGEMENT. CHALLENGES AND EXPERIENCE IN THE PROCESS OF CHANGE OF A LARGE ITALIAN TOWN**Palazzo C.*Comune di Milano ~ Milano ~ Italy*

The municipality of Milan has launched since 2011 a large revision of the organization of its welfare system, in the light of demographic changes and reduction of public resources. A mixed system of resources that are mainly managed by single people and a highly fragmented market; demographic changes, with many young elderly, single families, and people in need coming from different social classes, not only those in economical poverty; women high employment; a trend to clusterisation and erosion of social relations and social solidarity has lead the municipality Milan to start a wide and on going process of overall restructuring of the welfare system.

Three main directions are outlined: widening the target of people served by the system, including social middle class people, overcoming the separation between target population (children and family services, elderly, disabled people) and adopting an inclusive and a generalist approach, fostering wider participation and mixed provisions by public and private agencies, including volunteers and third sectors.

Three catchwords summarize this process of restructuring: territorialisation, domiciliarisation and residentiality. This process involves implies all the levels of the institution as well as the surrounding systems. Social workers are directly involved in the change, both in planning as well as in providing services, coherent with the new approach.

Hence the education and training of social workers is central.

Three different papers will address some aspects of this process, relevant for the education of social workers

This paper addresses the issue of social workers skills and competences in promoting network and forms of collective use of 'home services' and to social demand, with the aim of sharing a resource as well as enhancing and promoting social relations and solidarity. After a brief outline of the project of 'domiciliarity', actions on social workers involvement will be presented and discussed.

OC.10-3.4**MIGRANTS: SOCIAL WORK'S DEONTOLOGY AND RELATIONAL APPROACH**Arelli Maffioli S.^[1], Pice C.^[2]*^[1]Specialist Social Worker - member of immigration working group ~ Milano ~ Italy, ^[2]Social worker - member of immigration working group ~ Milano ~ Italy*

In the Italian society three interconnected aspects arise at the moment:

- the socio-economic crisis;
- the increase of social problems and their ever-growing complexity;
- the increase of migration flows.

This situation has led to the setting up of a group of social workers, based at the O.P.A.S.R.L.. These professionals that work with asylum seekers, refugees and migrants, have started up monthly meetings since 2009. Its members try to focus on problems and solutions working with both individuals and communities of migrants settled up in Milan. Their purpose is to reflect upon the social policies and the professional practices applied in the field of migrant settlement and integration. Moreover, they make a special effort to evaluate their social interventions in relation to the service contexts, taking in account their institutional mandate. The group organized its second public event oriented to the entire professional community in Milan that was hosted by the Università del Sacro Cuore di Milano (2013). The group assumes that the deontology is a matter of special interest in the field of social work regarding the relationships with the migrant clients or the communities and also about the complex dialogue between the social and institutional side of the social workers mandate and their professional identity. Furthermore, the group points out that social work's efficacy can be enhanced through interventions based on a specific relational method, that enhances the well being of our category and our clients. Ethics and deontology are here understood in their relational sense: the effectiveness in a social intervention is something that is constructed relationally and can support the resilience of the people we work with.

OC.10-3.5
DEONTOLOGICAL PATHS ABOUT FAMILY AND CHILDREN PROTECTION

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The group affiliate, as a result of the first six years of operation, during which he produced public initiatives and working papers on the ethical, methodological and deontological, has highlighted some strategic nodes of the profession. In particular, the social workers have reported the difficulty of reconciling the claims in the consolidated methodologies and code of ethics with daily practice.

For this purpose the Regional Professional Register has taken on the task of creating laboratories for:

- improve the role's awareness;
- make evident and circumscribe the social worker's actions in relation to the various responsibilities connected to the institutional mandate and professional one;
- identify good practices.

The workshops, with the help of teachers, will have to produce a paper useful in the professional community.

OC.10-3.6
JOB OPPORTUNITIES FOR GRADUATES IN SOCIAL WORK BEFORE AND AFTER THE ECONOMIC CRISIS

Tognetti M.

Università di Milano Bicocca - Milano - Italy

Dean of the Degree Programme in Social Service and national coordinator of the research project.

In these years of swingeing cuts in Italian state welfare, one of the many questions that have arisen is how the process of launching professionals on the job market is changing. This issue prompted us to research at a national level and review the job opportunities situation for graduates in social Work and how this has changed over the period in question.

Although the prospects of finding a job for social workers are still brighter than for other professionals in the social services, our research does confirm that work contracts have become more precarious in terms of tenure and economic remuneration for social workers both in the public sphere and in the third sector.

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 Università Milano-Bicocca
 Dipartimenti di Sociologia e Ricerca Sociale

OC.10-4 Italian Session - parallel session 4**OC.10-4.1****NEW FRONTIERS OF THE PROFESSION OF SOCIAL WORKER. A TRANSCULTURAL APPROACH TO SOCIAL SERVICE**Boy L.*University ~ Sassari ~ Italy*

The last decade has witnessed a significant increase in migration flows to Italy, with a considerable increase in the number of foreigners who have elected our nation at their residence, permanent or temporary. These are often “journeys of hope” of refugees fleeing wars, famine, poverty, religious persecution.

Social workers have had the opportunity to confront with different ethnic groups facing new challenges, experimenting, with increasing frequency, new linguistic, cultural and relationship difficulties which affected strongly the “helping process” .

Surely this process of immigration, so fast and high in numbers, has forced the institutions to take charge of issues which our society, politics, the service system, have not been properly prepared, highlighting the need to offer an accompanying to social workers since the training, through the promotion of a “trans-cultural approach” that allows to facilitate the understanding of the meanings, of the cultural models and relational systems of care, assistance and taking charge.

It appears more and more necessary to build paths professionalizing of Social Service in a trans-cultural character within experiential workshops and training activities accompanied by activities of restitution in academic settings for the strengthening of the concepts of Metissage, resilience, multicultural and cross-cultural identity, as well as conceptualization of the practice and review of the work, increasingly calibrated to the new sceneries and the great changes that the society asks.

Now increasingly multiethnic society requires a rethinking of services by realizing cognitive researches and in-depth needs analysis, both of the users and the social workers themselves, to build renewed academic addresses of international and transcultural social service, enrich the discipline, broaden the range of study and develop new skills and new areas in the services, accepting the challenge of the current crisis.

OC.10-4.2**SOCIAL WORKERS IN PALLIATIVE CARE: THE ITALIAN NATIONAL NETWORK OF SOCIAL WORKERS IN PALLIATIVE CARE**Russo A.M.

Regional Professional Register of Social Workers - Lombardia. Department of Local Public Health Unit of Lecco, Italy Referent person Italian National Network of Social Workers in Palliative Care Frailty Health Department of Lecco, Italy ~ Milano ~ Italy

In the last decade in Italy with the Law 38:2010 the system of care services to patients approaching end of life has been developed and implemented. Since 2006 the World Health Organization has been indicating the importance of adopting a holistic approach in this area of care service. Despite this, the professional social worker is not always present in the palliative care team or has an asymmetric role than other health care professionals. Since 2009, before the law came into force, a group of social workers has been taking the opportunity to fit into this area by introducing a new paradigm in Social Work.

The “National Network of Social Workers in Palliative Care” starts just from here. This project involves all Italian social workers in palliative care, aiming to develop a methodological model of social work and offering qualified intervention to improve the quality of life of individuals and their families. It also contributes to identify strategies that promote social health integration in the different care settings.

This project has always been supported by either the Social Workers Order of the Region Lombardia and the National Order.

The National Network has developed significant synergies with institutional, professionals and scientific Societies in this field, as the Italian Scientific Society of Palliative Care (SICP).

Therefore, the Social Worker Committee has developed “Core Curricula” for Palliative Care Social Work, defining knowledge, skills and expertise together with associated educational targets, models and practice approaches, and appropriate methodologies.

During the Workshop we will present the contribution to the Palliative Care Team, drawing the maximum attention to the core specificities with reference to the Community Work and its remarkable enrichment for professionals. This could have in the future an impact on University courses and training.

OC.10-4.3**A WORKING GROUP ON THE ROLE OF SOCIAL WORKERS IN HOSPITALS AND PSYCHIATRIC SERVICES**

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In 2006 the Professional Association of Social Workers has constituted a working group on its role in hospitals and psychiatric services. As a first step, the group has produced a questionnaire on the working status and role of social workers within these structures. This has involved 32 hospitals in Lombardia and has focussed on the similarities and differences of social work for hospitals and psychiatric services. The original working group has developed strong links within the professional community, thus facilitating relationships and exchange of information. In 2009 this led to the organization of the network of social services of hospitals of Lombardia, named Rete dei Servizi Sociali Professionali Ospedalieri (Re.SSPO). Within the health system, social workers often operate at the boundaries between different roles, therefore acting as “network operators”. The high flexibility that characterizes this role allows to develop synergies with other actors (institutional or not) to operate as an integrated system. Keeping in mind that this dimension is a specific characteristic of work within hospitals, Re.SSPO has acted towards the construction of relationships aiming at the positive resolution of discomforts and at the transmission of knowledge within the different professional figures, also as a strategy to avoid self-referential behaviours. An important conclusion is that, rather than being limited to the solution of emergencies, the social worker must have a more general role within the hospital in planning and coordinating the strategies of intervention. Re.SSPO has published a monograph on good practices, legislation and organizational models of social services in hospitals and psychiatric services. It has also organized professional formation on topics identified as priority by colleagues of the network.

OC.10-4.4**WHEN TO CALL THE SOCIAL WORKER IN THE HOSPITAL**

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The Social Service of Fondazione IRCCS Ca' Granda Ospedale Maggiore Policlinico in Milano has elaborated and promoted a training course for medical doctors and healthcare assistants of the hospital.

The training course has several purposes: i) to open a channel of discussion between social and health workers, aimed at preventing and solving the negative synergies between disease and social disadvantage; ii) to clarify the role of the social service in the hospital; iii) to establish commonly social risk indicators agreed by the health staff that can allow easier identification of potential risk conditions; iv) to learn which are the social indicators of risk that require a report to the judicial authority; v) to learn how to prepare pertinent and timely reports.

Several editions of the training course were held, in each case for about twenty workers (medical doctors; psychologists; nurses and head nurses; midwives).

The course was structured as follows:

1. The social worker's role within the hospital
2. Risk indicators for each field of intervention: maternal and child care, paediatrics, adult patients, geriatrics
3. Discussion of exemplifying clinical cases

An interactive methodology was adopted, to stimulate the active participation of the class. Guided discussions and video projections were part of the course. The course has improved the health workers' awareness of the role of social workers within the hospital. It has also led to a decrease in erroneous reports and an increase in timely appropriate reports. Appropriate social evaluations require time to be produced: it is therefore necessary to promptly report any suspect case to the social service. This facilitates the setup of a path to protect fragile patients and to provide the appropriate links between discharge from the hospital and from the social service.

OC.10-4.5**NEW TEACHING APPROACHES FOR THE DEVELOPMENT OF
TRANSCULTURAL SKILLS IN HELPING RELATIONSHIP**

Di Rosa R.T.

Università di Palermo ~ Palermo ~ Italy

The professional skills demanded to social workers by contemporary society inevitably include the capacity to apply knowledge, to know how to do, and to be able to take on new competencies that are appropriate for listening and taking care of people coming from different cultures.

It might therefore be opportune for university education to integrate within its courses, first of all, an awareness of the need for professional, trans-cultural knowledge and, consequently, also to urgently provide for its design for the new generations of professional persons.

Teaching experimentation carried out as part of the syllabus of the Palermo University degree courses in Social Services has already been moving in this direction; Sociology of Ethnic Relations as a university subject in the academic year 2005/2006 was devoted to an in-depth examination of issues regarding the development of transcultural skills for helping relationships with foreign persons. At the beginning of their second academic year, and before they have had contact with their target groups of people, during their periods of internship in the services, the aim is to offer students the possibility of developing greater sensitivity to “differences”, to the cultural specifics of their new clients, together with examination of the particularity of their migratory history and introduction into our society.

From this teaching experience there emerged a proposal for future academic years : to introduce a new professional subject in the syllabus, so as to assemble the fruits of the experimentation and launch a teaching approach that will consent one to integrate one's education with transcultural skills, whilst investing in the potential to enhance the profession. This will achieve greater effectiveness precisely by paying more attention to the diversity of the lives of the subjects in the helping relationship.

OC.10-5 Italian Session - parallel session 5**OC.10-5.1****A PARTICIPATORY APPROACH IN SUPPORT OF THE PROCESSES OF
STRENGTHENING CIVIL SOCIETY AND THE PROMOTION OF SOCIAL
RESPONSIBILITY FOR THE CREATION OF A PUBLIC VALUE**

Boy L.

University ~ Sassari ~ Italy

Having observed the effects of the serious situation in the world, with a heavy impact on the social, political, economic and occupational aspects, the need arises to develop effective responses and build operational procedures that, in addition to addressing the social contingent emergency, puts the basis for developing new social policies of cooperation as an essential component to promote the socio-economic development in the long run.

The course of social development, through the method of shared participation, should characterize a renewed address and strategic orientation of social policies in order to improve the quality of services with a significant impact in terms of effectiveness, efficiency, rationalization and optimization of resources. The social service is called to promote the coordinated and synergistic participation of different subjects and complementary for the implementation of joint projects with other programs promoted by regional, national, EU and international bodies, in a logic of globalization and cooperation to contribute to the social growth and opportunities and the enhancement of resources for an harmonious and sustainable socio-economic development and for the creation of public value.

The Social Services need to act to overcome the obsolescence of the operational methods with a purpose both of professional growth and the improvement of the services offered, as a key factor in the development of services for the community, with the strengthening of its role of advocacy. This methodological approach of co-construction of social policies will pursue the promotion of empowerment and generative welfare, with the bottom-up involvement of civil society in decision-making of policy makers, to facilitate the development of organic policies on the area through the realization of “open laboratories” to encourage the creation of ideas and operational tools in a multidisciplinary perspective and in a logic of collaborations between operators of public and private.

OC.10-5.2**PARTICIPATED PATH TO PROCESSING THE ROLE OF PROFESSIONAL SOCIAL WORKERS IN THE EXPELLING OF TENANTS**

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The number of people or families that suffer from the lack of an adequate home in Italy is ever increasing. Always larger portions of the population, struck by economical crisis, are involved by the phenomenon of eviction, mainly for guiltless overdue payment or just end of lease. Several questions regarding this sort of problem have been submitted by the social workers to the Deontological Observatory of the Regional Register of Social Workers of Lombardy, in the attempt to understand how to correctly exercise their professional roll within these situations, maintaining an appropriate and significant aid relationship, in an emergency context and risk of confusion due to local administration choices and the Court Authorities' own tasks. Answering to this pledge, a regional working group was formed and created the "Guide lines for managing the emergency of the expelling of tenants: the role of the Professional Social Worker". This group compared and analyzed the common procedures, the urban territorial context, the professional experiences besides local organizations and political-administrative addresses and built an ideal-type model of professional intervention, based on various contributions of the social workers involved in the making of the document. Given the sensitivity of the subject and the fact that it transversely involves more than one institutional boundary, the Professional Register of Lombardy submitted the first version of the guide line, for further validation, to a group of experts to integrate a multidisciplinary viewpoint on the subject. According to the forwarded observations, the Guide Lines' text is object of a return at a regional level. The methodologies' efficacy consists in the systematization of a theoretical-practical professional intervention instrument, built upon the circularity of the "practical-theoreticalization of practical-practicality" process, to be of use for the single professionals' actions in operating context

OC.10-5.3**LEGAL PROTECTION AND TRAINING**

Polo D.

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The law 6/04 reformed the Civil Code and instituted the new measure of protection Administration of support with the legal concept Administrator Support (AdS). This law has introduced a deep cultural change: no longer the complete replacement of the person lacking all or part of autonomies with a brace, but a legal representative modulated than in areas where there was a need, respecting their residual abilities and aspirations. Gives new roles to the family, to institutions, social and health services, civil society and third sector organizations. Locate new levels of responsibility and that new tasks and new duties for those responsible for health and social services that were legitimate, to think of the family and relatives, to make the application for the appointment of an AdS. These individuals have an obligation to act when they are aware of facts such as to warrant a measure of protection, and in relation to this requirement levels change the responsibility of operators in general and social workers in particular. They are therefore necessary new skills for acting honestly during the investigatory phases and professionalism for more targeted intervention in the family and in the social context to consider the action of office. The training plan the writer, in addition to publishing a text and numerous articles, has designed and conducted numerous courses for families, volunteers and operators Social. Recent works: collaboration with the Centro Studi Erickson for the creation of an online course, conducting a workshop on the administration's support for the Milan and Brescia at the Catholic University of Milan, management group advising on AdS of croas Lombard which examines themes emerging and monitors in terms of ethics (the law prohibits that operators are appointed AdS for the person in their care or charge)

OC.10-5.4**TRAINING DURING CRISIS: OPORTUNITY OR LIMITATION?**

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This contribution is the result of a revision of the experience that comes from being apprenticeship tutors during the Bachelor Course in Social Service of Turin University.

The professionalizing feature of this course considered, we conceive apprenticeship as a complex didactic device and as occasion to promote the bond between theoretical knowledge and the political-organizational-operative dimension with which this profession is called to confront in this moment.

The situation these days - plagued by the lack of economical and human resources, bureaucratic and administrative pressure, and the exponential increase of needy situations - may provoke a disorienting and frustrating impact for the student, caused by the fracture between the profession as it has been theorized and presented to him and the operative reality.

Another problem we consider is the difficulty of the social assistants to counter the managerialist pressure of the organizations they belong to, with the consequent trend to privilege the care for correct procedures instead of focusing on people. In this scenario, the aftermaths on the apprenticeship path might be inevitable, from the contraction of students admittance to the reduction of the mental space spent on the formative relationship and its goals.

We mean to remark not just the risk of negative results in students' learning, but also the loss of opportunities that apprenticeship used to offer to professionals: the occasion of being solicited to get moments of reflection related to an activity often conducted frantically, to explore through the student scopes usually left apart because of the lack of time, to re-think the use of some didactic tools and their effectiveness.

In conclusion, we will examine how tutoring, set between university and services, can represent a workshop in which researching and promoting innovative experiences for professionals and students is possible.

OC.10-5.5**CULTURAL CHANGES AND PROFESSIONAL INVOLVEMENT IN PLANNING SOCIAL SERVICES: COMMUNICATING CHANGES. THE ROLE PLAYED BY SOCIAL WORKERS IN THE INTRODUCTION OF SOCIAL INNOVATIONS IN A LARGE ITALIAN TOWN**

Palazzo C.

Comune di milano ~ Milano ~ Italy

The municipality of Milan has launched since 2011 a large revision of the organization of its welfare system, in the light of demographic changes and reduction of public resources. A mixed system of resources that are mainly managed by single people and a highly fragmented market; demographic changes, with many young elderly, single families, and people in need coming from different social classes, not only those in economical poverty; women high employment; a trend to clusterisation and erosion of social relations and social solidarity has lead the municipality Milan to start a wide and on going process of overall restructuring of the welfare system. Three main directions are outlined: widening the target of people served by the system, including social middle class people, overcoming the separativo between target population (children and family services, elderly, disabled people) and adopting an inclusive and a generalist approach, fostering wider participation and mixed provisions by public and private agencies, including volunteers and third sectors. Three catchwords summarize this process of restructuring: territorialisation, domicialirisation and residentiality. This process involves implies all the levels of the institution as well as the surrounding systems. Social workers are directly involved in the change, both in planning as well as in providing services, coherent with the new approach. Hence the education and training of social workers is central. Three different papers will address some aspects of this process, relevant for the education of social workers. This paper addresses the issue of complex work of fostering a different culture and new approaches to social care. The different ways that have been adopted by the town of Milan will be presented with a special regard to the role played by social workers in this process.

SPANISH SESSION

OC.11-1 Spanish Session - parallel session 1**OC.11-1.1****DEVELOPMENT OF SKILLS RELATED TO THE PROFESSIONAL PERFORMANCE IN SOCIAL WORK: FROM BURNOUT TO ENGAGEMENT THROUGH THE MANAGEMENT OF EMOTIONS**

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THE PURPOSE AND CONTEXT OF THE PRESENTATION:

The academic training based on strategies that prepare future professionals to face situations that affect to the labor performance is a challenge for Faculties of Social Work.

The current situation of Social Work in Spain is determined by the weakness of the “Welfare State as it increases the pressure on professionals who develop their job in this field and must meet the demands of the organizations, citizens and their own principles and values professionals.

Responses professionals must be articulated on the requirements of working conditions and it can provide tension, stress, or anxiety that supported in the time contributes to the appearance of the Burnout Syndrome or professional exhaustion.

BRIEF DESCRIPTION OF THE METHODS USED

Facing this reality, it is necessary to develop professional competences in Social Work Degree’s Students in order to:

- Provide information and professional skills to deal with psychosocial risks in professional performance.
- Promote strategies on emotional management skills that prevent negative effects of psychosocial risks, concretely of burnout, providing motivation for work.

A CONCLUSION THAT UNDERLINES THE NEW DIMENSIONS OR UNPUBLISHED RESULTS OF THE PRESENTATION

Basing on recent research, we need a new approach to the situation that identifies the emotional intelligence as a preventive factor in the appearance and development of burnout and also as a promoter of the engagement. This evidences the need of training in emotional skills in higher education students, who are the future professionals of the social intervention and have an important role in the academic training.

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OC.11-1.2**TEACHING METHOD FOR STUDENTS TO BUILD THE CONTEXT OF PROFESSIONAL SOCIAL WORK INTERVENTION**

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The aim of this paper is to show the learning methodology used with students of Degree in social work at the University of Alicante, to consolidate the skills and techniques necessary to creating the context of professional intervention in the first interview, essential for their future professional work.

The theoretical framework is “recurring circular epistemology” and the most working techniques which are subscribed to the structural model of Salvador Minuchin. The new challenges of the Bologna process confirm that students need the theory accompanied by practice learning, more if you can see the practical example of the theoretical concept.

The learning process starts with the theoretical explanation of the three most important aspects in creating the context of intervention and learning skills to describe the used techniques through watching a videotape of a first interview, seeking practical example of the theoretical concept.

Our experience of three years teaching this kind of methodology shows that students gain a higher level of knowledge thorough experimenting the competency objectives. We consider these objectives are reached when students share the same interview developed by the teacher with a user, identifying later the used techniques with examples of the same interview they watched.

OC.11-1.3**NEW WAY TO ASSESS LEARNING IN SOCIAL WORK: A CASE STUDY**

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The evaluation of the learning process is considered as relevant in order to determine in which way and how students are learning. It is found that it is still emphasizing the teacher as the center of the evaluation process but if students are expected to learn significantly they must also participate in this process. We consider key to reconsider the established systems and procedures, to move towards a model in which both teachers and students develop evaluative skills. One of the general principles for the design of university degrees is that “the organization of teaching should be made under the objectives of adapting the methods of teaching and learning in order to made students acquire competitive skills (...) “. And “Learning methods such powers and procedures should be emphasize as well as the procedures to evaluate their acquisition”. This framework where students are required to face new changes and apply critical thinking is where we propose an activity in Social Work in which, from the standpoint of Business and Law, the strategies that are introduced are more comprehensive than the traditional ones. Therefore, the proposal that we do is to present a case and its evaluation system supported by rubrics.

OC.11-1.4**WHILE CIVIL SOCIETY CONDEMNS NEOLIBERAL POLICIES, ARE SOCIAL WORKERS TRAINED TO POLICY PRACTICE?**

Martinez-Roman A., Mateo-Perez M.A., Tortosa-Martinez J.

University of Alicante ~ Alicante ~ Spain

The economic policies of austerity and public deficit control, as well as the neo-liberal and conservative social policies are redefining the public social protection systems. Research: FP7-PEOPLE-2012-IRSES, PIRSES-GA-2012-318938. Citizens, who are suffering the consequences of these discriminatory policies, are showing their opposition and demanding participation in the public policies. Spain is sliding back to the situation of 30 years ago; public policies are insufficient and once again it is the family and non-profit organizations that represent the final safety net. Many social workers and the staff of the Departments of Social Work at universities are accompanying citizens in their policy claims from the field of the professional and non-profit organizations. It is time to review if policy practice is in the social work curriculum.

OC.11-1.5**TEACHING AS THEATRE STAGE FOR THE CONSTRUCTION OF PEOPLE IN SOCIAL WORK**

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The experience that has been undertaken in the first year of the Degree in Social Work, School of the University of the Basque Country (UPV-EHU) The result: a representation of the history of social work in Spain, from its beginnings to today.

The educational theater as a place of teaching and learning combines this with a dramatic historical present. It requires research and thoughtful and systematic updating of information by representing it as a story can recreate past alive and improving.

Including the theater as a teaching methodology in the learning process in the European Higher Education Area (EHEA), is consistent with the new methodological proposals which seek to change lectures more active methodologies that focus on the processes of teaching and learning and students making the actors and actresses of his work. The Theatre provides shared participation in the processes of experiential, classroom and reflective learning.

Different theories shaft support constructivist learning processes with the use of “techniques” of the performing arts, for accomplishments that contribute to the self-training (Kamii, 1982). The theater is pedagogical teaching methodology which has experience in teachers as Vygotsky, Bruner, Slade, Elkonin, Piaget, among others.

Such significant authors as Paulo Freire Social Work or Jane Admas, from different perspectives allude to the importance of meanings to awareness through reconstruction and internalization of social facts. Freire (1998,1999) assumed that learners must understand their own reality as part of their learning activity. The proposed P.Freire (1921-1997) has its relation to art and the theater through its influence on Augusto Boal (1931-2009). Both are contemporary and created his work Pedagogy of the Oppressed and Theatre of the Oppressed respectively.

OC.11-2 Spanish Session - parallel session 2**OC.11-2.1****MEASURING SOCIAL EXCLUSION IN SOCIAL SERVICES: AN OPERATIONAL PROPOSAL OF SCALE FOR ASSESSMENT OF SOCIAL EXCLUSION OF THE UNIVERSITY OF ALICANTE (SPAIN)**

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Social workers of the Spanish Social Services need appropriate and simple tools to analyze the processes of social exclusion, that enable them to plan, develop and evaluate social integration itineraries.

Usually, empirical studies on the measurement of social exclusion start with the conceptual discussion and establish an operational definition of exclusion which regards it as a property of people that can be objectified and measured. Subsequently, they establish different dimensions of exclusion and indicators / variables are constructed for each one.

This paper presents a proposal of Scale for Assessment of Social Exclusion designed by researchers of the Department of Social Work and Social Services (University of Alicante, Spain), in the framework of a research contract with the City Council of Alicante (Spain). In this paper, we describe the development process and characteristics of the scale and some preliminary results of the validation process, currently in progress.

The aim of the scale is to establish the position of a person on the continuum between inclusion and exclusion, providing information to social workers on the intensity and extent of exclusion, to determine if a person is in a situation of inclusion, vulnerability or social exclusion.

The scale includes six vital areas (Housing/Accommodation, Economic, Employment, Education/Training, Health and Social Relationships) and eight dimensions. It also includes determining factors, that are capable of generate situations of exclusion of different intensity because of their nature and severity, and enhancing/inhibitory factors, that contribute to increase or decrease the intensity of exclusion, but alone are not capable of generating it.

Finally, the proposed scale in no case should replace the professional assessment, but to complement it. Thus, to assess social problems in Social Services is recommended triangulation of data sources and data collection techniques.

OC.11-2.2**BIBLIOMETRIC ANALYSIS ON REHABILITATION AND PSYCHO-SOCIAL INTEGRATION PROGRAMS FOR PEOPLE WITH A SEVERE MENTAL DISORDER**

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The purpose and (theoretical /educational) context of the presentation During my professional experience as a Social Work in the CEEM Benidorm, I detected the need for access to bibliographic material about psychosocial rehabilitation programs in Mental Health, in order to improve professional intervention. Therefore I carried out an investigation on the production of literature on the implementation of specific rehabilitation programs. I included all areas of care and levels of participation, from scientific evidence and assessing what the degree of participation in the production of this knowledge has had on Social Work. In parallel, processing and production of this literature is discussed in the Spanish Autonomous Communities.

This communication analyzes through a bibliometric study of quantitative approach the Social Work participation in the production of scientific knowledge about programs of rehabilitation and social integration in mental health.

Methods:

The sampling technique was applied in its intentional method, not the empirical probabilistic approach.

Conclusion:

The results demonstrate the need for the Social Work to generate scientific knowledge to inform the intervention. Research and systematization of practice would reinforce the theoretical corpus of Social Work, to scientifically conceptualize social intervention, professional work, and meet the new needs of people with severe mental disorder. The broadcasting of the practices based on knowledge in scientific magazines, has an effect on the professional response improvement, strengthening especially the social well-being of the people that we assist.

OC.11-2.3**THE SOCIAL RISKS OF THE IMMIGRANT CHILDREN IN TIME OF CRISIS: THE RESULTS OF AN APPLIED RESEARCH DEVELOPED BY THE UNIVERSITY OF BARCELONA AND THE THIRD SECTOR**

Quiroga Raimundez V., Chagas Lemos E.

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The children of immigrant families are an important part of the youth population in Spain. The Spanish and European scientific literature shows that this population isn't growing with the same conditions of opportunities as the rest of his contemporaries, especially in times of economic crisis. As high are the social risks that this group is exposed, the possibilities of suffering situations of vulnerability and social exclusion in childhood and adulthood are higher. A crucial factor that can reduce these social risks situations is the prevention. Also the government's interventions and the social policies, even in times of economic cutbacks.

This abstract aims to present the importance of the early detection of these risk situations and the integral intervention with this group. It presents the results of a qualitative study in two social centers of Caritas Diocesan Barcelona. Both centers work with teenagers (from 14 until 16 years old) and young people (from 16 until 25 years old). It has been documented 15 life story (of teenagers and young people) with their own information and the report of the 13 in-depth interviews realized with their social educators, social workers, center's coordinators and with the teenagers families.

The research was developed by the students of Social Work of the University of Barcelona, in a teaching program called Learning Service (Arendizaje Servicio - APS). This teaching program aims to enlarge the critical awareness of the students through the reflection about different issues and the connection of the commitment, the service to the community and the curricular learning (by the applied research). In this study, the students reflected about the inequality and the importance of promote a social change, and made improvement proposal to the intervention with this group.

Key words: immigration, social risk, children, praxis, applied research.

OC.11-2.4**TOWARDS A METHODOLOGY OF EMPOWERMENT: SKILLS AND EMPOWERMENT AS FACTORS IN SCHOOL SUCCESS: A STUDY OF PROXIMITY PRACTICES IN SHARED SCHOOLING UNITS (UEC) IN CATALONIA, SCHOOLS SECOND CHANCE.**

Quiroga Raimundez V.^[1], Alonso Segura A.^[2], Roig S.^[2]

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The project aims to analyze how the deployment of innovative proximity social practices, non-academics, in the environment education has positive effects on the development of skills related to success in the educational career of students with learning difficulties in secondary education. The Project is based on the methodology proposed by the European project YouthME.

The methodology used is based on model Research-Participative Action. The research methodology will be qualitative and quantitative. The main techniques are the interview, group discussion and questionnaire. The IAP will be complemented by an evaluation research that analyzes and measures the effect of a social practice through the Theory Based on the Change; and the Service-Learning in order to design and develop teaching strategies to enhance learning of civic skills in college students of Social Work degree from the University of Barcelona and students of the “second chance schools”, and foster a participatory role of all parties involved.

The duration of the Work Plan is 24 months. The first phase is the Diagnostic Exploratory Research, the second phase is the Action-Participation, the third stage is the Evaluative Research and the interpretation of the indicators of school success and the fourth phase is the Transfer and Diffusion of the methodology by young people and professionals. In the Conference we will present the first two phases of the project.

Knowledge Transfer is understood in this project as a triangulation between the university, the third sector organisations, and public administrations, strengthening the role of targeted persons of educational assistance programs. All for to achieve scenarios of social transformation through individual, groups and community empowerment.

OC.11-2.5**ROUTES FOR A CARTOGRAPHY TO RESEARCH IN SOCIAL WORK**

Matias A.C., Andrade M.

Milão ~ Lisboa ~ Portugal

Presents the synthesis of a research project to trace a map of research in the social work field in Portugal.

Based on a set of theoretical frameworks and empirical contents collected in selected documents, objective up and cartographer to the teaching and the production of knowledge in the field of social work focusing on the post-graduate training in Lisbon.

Through an approach based on a categorical and empirical analysis, we discover a part of the production of knowledge in Social Work, an innovative theoretical classification identify and contextualize up research areas and research paths and builds on the existing production .

POSTER PRESENTATIONS

P.01
KNOWLEDGE, SKILLS AND VALUES
OF SOCIAL WORK

**P.01.1
USER, CLIENT O CITIZEN IN THE SOCIAL POLICIES FOR CHILDHOOD AND
YOUTH**

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The purpose and (theoretical /educational) context of the presentation,

The language have the ability to build the relationships in social work. So, it is not neutral at all, how we reference at destinataires of the objectives, programmes and services of social policies.

In the organization theories, usually the treatment made is different for users or clients. The first ones are people who consume services or products, and the profits are in the reduction of the production costs. The clients are special consumers who receive a good treat during all the process, and the profits are in the quality of the production process.

In social work, both terms are used like synonymous, but they are really different in the relationship between the social worker and the person who need her intervention.

From other point of view, according to T.H. Marshall, social citizenship includes “the whole range from the right to a modicum of economic welfare and security to the right to share to the full in the social heritage and to live the life of a civilized being according to the standards prevailing in society”.

Taking as case of study the Social Policies to children and youth in Spain, the purpose of our communication is analyze the treatment made to destinataires of them and the consequences for the social work.

A brief description of the methods used

We review the law and programmes focused in childhood and youth in Spain.

To do that we made a content analysis of the aims, methodology and activities of the matters.

Conclusion

Social workers have two objectives: reparative with people in difficulties and promotional whit all people, specially children and younger, because the activities made nowadays have structural consequences in the future.

**P.02
THE THEORY AND PRACTICE
RELATIONSHIP**

P.02.1**THE THEORY AND PRACTICE RELATIONSHIP: THE UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES PRINCIPLES IMPLEMENTATION PROCESS IN MENTAL HEALTH SETTING**

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Presentation is based on the research of the international project of the European Community Support, where participated four universities (from Estonia, Hungary and The Netherlands), number of service providers, NGO's and people with psychiatric and learning disabilities. The research project provided an excellent opportunity to develop co-work between researchers, mental health practitioners and people with disabilities and find opportunities to implement UNCRPD guidelines principles into client work. UN Convention on the Rights of Persons with Disabilities is an important document that represents the understanding of modern society concerning citizenship rights of persons with disabilities. The convention is a document influencing policy development and decision-making in the social field currently and in the near future. Readiness to take into account the citizenship approach in social work and in the society means developing the social system on different bases as it is now. It means in the first place development of communities, development of awareness and attitudes of all persons, development of cooperation between peer-counsellors, people with disabling health condition, specialists and all other parties on equal terms (positions). The research results based on focus group interview and analysis of written texts of UN convention practice indicate different aspects how to support persons in vulnerable position in personal interaction with mental health practitioners and the interaction between mental health service providers and families and how to increase inclusion into community and society.

P.02.2**METHODOLOGY AND PROFESSIONAL SUPPORTS IN SOCIAL WORK: EMPIRICAL EVIDENCE**

Carbonero-Muñoz D., Raya-Miez E.*, Caparrós-Civera N.

University of la Rioja ~ Logroño ~ Spain

Poverty, privation and social exclusion applied to the study of Welfare Regimes in South Europe are characterized by a multidimensional approach to social differences, as demographic profiles, reproduction poverty, income, occupation, education, health, solidarity are used as variables to capture social inequalities and social differences. This paper calls into question this assumption by exploring the impact among social services users and the social protection system. First, we show the most important changes between 2007-2013. Second, we study the organization to fight the poverty in Spain (Minimum Income Schemes and Active Inclusion) in Communities Autonomous and the role of social work. In this part, we analyse the Regional Social Inclusion plans and programs in Spain, we will introduce the main differences perspectives in Minimum Income Schemes and Active Inclusion. This study also concludes with the status of social work and the main perspectives about this profession.

In order to examine the hypothesis and the objectives, an analysis empirical data from the European Union Labour Force (EU-LFS), The European Union Statics on Income and Living Condition (EU-SILC), the FOESSA surveys about needs and Social Exclusion's profile in Spain and the regional social Inclusion legislation.

P.02.3**ADVANCING SOCIAL WORK EDUCATION: STRENGTHENING THE BRIDGE BETWEEN THEORY AND PRACTICE**

Abel E.^[1], Burg M.A.^[2], Lawrence S.^[2]

^[1]University of Southern California ~ Los Angeles ~ United States, ^[2]University of Central Florida ~ Orlando ~ United States

Masters in Social Work students must complete two internships in their training program. The second internship, i.e., the “clinical” internship, is the opportunity for students to practice their skills with assessment, treatment planning and intervention with clients. Students are supervised in their internships by practicing social workers in the variety of agencies where students are placed. These field supervisors are trained to mentor and supervise the MSW interns in their internships and to help the program evaluate the interns’ competencies for clinical social work practice.

In the 2012-2013 academic year, the UCF School of Social Work implemented a new curriculum sequence that was designed to better prepare MSW students with competencies for clinical practice. The new curriculum sequence involved two course requirements taken prior to clinical placements, i.e., Psychosocial Pathology and Theories of Evidence-Based Clinical Practice. It was hoped that by taking these two courses prior to their clinical placements, our MSW students would be able to demonstrate higher levels of competency in their practice with clients in their clinical internship. The purpose of this research was to collect data to help us evaluate the impact of a new curriculum sequencing that our school implemented in the 2012-2013 academic year designed to improve students’ preparation for clinical field placements. Field supervisors were asked to complete the survey in Spring 2012 to provide baseline data (pre-implementation); the survey was repeated in the Spring of 2014 (post-implementation) to see if the Field Supervisors evaluate our students differently after the new curriculum sequencing has been implemented.

P.02.4**POLISH SENIORS AS A TARGET GROUP OF SOCIAL WORKERS’ ACTIVITIES - BETWEEN THEORY AND PRACTICE**

Bialozyt K.

Pedagogical University ~ Cracov ~ Poland

An increase in the number of older adults in a general structure of the Polish society has contributed to the growing demand for social work with seniors. Assistance activities in Poland assume various forms and address a wide range of needs of the older generation. As a form of social assistance service in kind, Polish social work is based on the Social Assistance Act of 12 March 2004 and a number of supplementary regulations. Legal regulations clearly define the scope and type of services that may be applied to social welfare recipients, including seniors.

Social work in relation to older adults has also become an issue of interest of social gerontology. Gerontology literature specifies 6 main goals and 15 principles of social work with seniors; however, are they actually implemented and applied? Is the number and form of services targeting the oldest generation sufficient and why do seniors constitute a unique target group of social assistance activities? The purpose of the presentation is to confront theoretical principles of social work with practical activities undertaken in relation to older adults in Poland.

The addressed issue has been approached from the combined perspective of a social work theorist and a professional social worker, active at the Support Center for the Elderly. A comparison of ‘how things are’ and ‘how they should be’ has allowed to provide an evaluation of the Polish welfare system for older adults and reveal certain gaps that may provide a chance to further develop professional assistance and socializing services aimed at older adults and their families. Furthermore, the presentation includes positive aspects of social work with older adults and their opinions as the recipients of such activities who, thanks to social workers applying various methods and forms of work, gain the possibility to transform and adapt their local environment to their needs.

P.02.5**THE REFLECTIVE TEACHING AND LEARNING PRACTICE IN SOCIAL WORK EDUCATION IN RECENT MAINLAND CHINA**

Yu B.^[1], Chen S.^[2]

^[1]*Presenting Author ~ Guangzhou ~ China,* ^[2]*Author ~ Shaoguan ~ China*

Although realizing that “reflective practice” model is the internationally widespread significant framework after “apprenticeship” model and “technical rationality” model in social work education, there is still scant regard given to the realm by social work teachers and scholars in mainland China. Exploration in pedagogy discipline is worth learning and using for reference, since “reflective teaching” model was firstly introduced to Chinese higher education from abroad in 2000. This poster is based on the literature review and a pilot investigation on social work students and teachers to learn if they’ve known the reflection models in a theoretical way and have put it into use in their daily learning and teaching practice. The findings reveal that: (1) most of students and teachers haven’t come into contact with the theories yet; (2) the teachers who have had some preliminary knowledge of the theories usually applied them separately, e.g. they haven’t been aware of the connection between the epistemological reflective practice and the critical reflective practice. The presentation also suggests that there’s several work needed to do in recent Chinese social work education: (1) to advocate reflective practice based on practical epistemology as well as on critical theory and to consider them as a continuum from the technological pursuit to value pursuit in the social work essence; (2) to specify the useful content, methods of reflective learning and teaching practice in educational circumstance. e.g. In what ways can teachers make students gain the knowledge reflexively? i.e. to integrate core concepts across their daily or specific courses activities, to assess their own understandings about the learning and articulate the development, to promote integrative opportunities linking classroom learning and field work, etc. (3) In order to complete the tasks aforementioned, more course cases and researches under the reflective models are believed to be needed.

P.02.6**EXPECTATIVE OF THE WORK SOCIAL STUDENTS: THE CASE OF THE UNIVERSITY OF LA RIOJA**

González Menorca L., Martínez Navas I., Navaridas Nalda F., Vega Gutierrez A.

Universidad La Rioja ~ Logroño ~ Spain

The educational process of University students has changed dramatically as a consequence of the introduction of the European Space of Higher Education (ESHE) principles. This new framework proposes a high level of demand on the teaching-learning process in order to increase quality standards at the University level. This quality is established as a multidimensional construct resulting from the spreads between the perceived level of satisfaction and the initial expectations of the students. In this context, this research aims at knowing empirically the expectations of the 1st year students of Social Work in La Rioja University (Spain). This work is being developing in the frame of a broader research, where it is defining the main issues in the student satisfaction process. The expectations are gathered into four dimensions (applicability, skills, convergence and internal organization). Likewise, an individual analysis of the factors belonging to each dimension has been performed (i.e., APPLICABILITY: internal practices, external practices, integration into the job market, closeness between the University and the job market; SKILLS: self-management mental skills, interactive mental skills, self-management emotional skills, interactive emotional skills; CONVERGENCE: mobility and new learning methods; INTERNAL ORGANIZATION: teaching competences, teaching skills and infrastructure) and a number of variables that identify the students (year of entry, sex, entry method, college and degree). This analysis allowed for obtaining statistically significant differences that imply a relevant advance in the process of shaping the initial expectations of new University students of Social Work. Great importance is given to the fact that teachers make the content of the course stimulating, prepare well the classes, motivate, use teaching methods that require students to think by themselves, etc.

P.02.7

SUPERVISION WITH SOCIAL WORK STUDENTS – AN IMPORTANT FACTOR FOR THE INTERACTION BETWEEN THEORY AND PRACTICE

Nunev S., Georgi S.

Ruse University ~ Ruse

The poster presentation addresses the problem of interaction between theory and practice. This is accomplished in the context of the integration of knowledge, skills, experience and attitude towards the profession by using supervision in the practical training of the Social Work students. In that case, it is relied on active dialogue between the academic and the professional spheres. A research has been carried out in order to establish the conditions and factors through which the supervision during the training contributes to improving the interaction between theory and practice and to a more successful integration of knowledge, skills, experience and attitude. The research is based on methodology allowing: analysis of the content and functional characteristics of the supervision with students to be done; inclusion of supervision models in the practice; the opinions of the students, lecturers and social workers about the problem being analysed. The research is also connected to an experiment about: using information-communicative technology for supervision with students 'face to face' or remotely; making video clips; analysing the videos in order to connect theory to practice. The results and conclusions from the research show the contribution of the supervision with students to the field of practical training for creating such an environment for: achieving interaction between theory and practice; integration of knowledge, skills, experience and positive attitude; showing reflexivity; creating and developing professional competency. The significant role of supervision stands out with: in-depth analysis of problems and situations; active studying in practical environment; assimilation of important professional experience. In their synthesis these factors contribute not only to increasing the efficiency of the supervision with students and their education but also to the resurgence of interaction between theory and practice.

P.03 SOCIAL WORK RESEARCH ON PRACTICE AND EDUCATION

P.03.1**THE PROFILES OF PERSONAL SOCIAL NETWORKS OF THE ELDERLY, SOCIAL SERVICES USERS AND NON-USERS, IN PORTUGAL: GUIDELINES FOR SOCIAL WORK DIAGNOSIS**

Silva J.^[1], Guadalupe S.^[2], Vicente H.^[2], Daniel F.^[1]

^[1]ISMT - Instituto Superior Miguel Torga ~ Coimbra ~ Portugal, ^[2]CEPESE - Centro de Estudos da População, Economia e Sociedade ~ Porto ~ Portugal

Being the promotion of social well-being one of Social Work goals, and considering the relevance of personal social networks and social support in the well-being of the elderly, the present study analyzes the personal social network's profiles of elderly people in Portugal, taking into account their structural and functional characteristics, in a Social Work systemic perspective. In the last stage of life we deal with several determinants with cumulative effects that favours the narrowing of social networks, being relevant factors the life contexts and the use of social services.

Our quantitative research used a survey to characterize the participants, and the Personal Social Network Analysis Tool (Guadalupe, 2009) to characterize the social networks. We have 317 elderly participants, aged 65 years old or more. We compared three groups: 209 seniors who do not use social services (66%), with an average age of 75 years old, mostly female and married; 71 seniors users of social services (22%), mostly women, widowed and with 80 years old, in average; 37 institutionalized elderly (12%), mostly women, widowed, with an average age of 83 years old.

The initial hypothesis of our study was the existence of three distinct profiles on social networks, according to the context of life and the use of social services, however we have concluded that there is a common pattern in social networks of these elderly, in their structural, functional variables. Although, we identified some significant differences ($p < 0.041$) between the profiles, in the composition of networks, support reciprocity, density, frequency of contacts and dispersion.

The study is a contribution to Social Work in the social services for the elderly, providing guidelines for the evaluation of personal social networks and social support of the elderly in the social diagnosis.

P.03.2**THE PROFESSIONAL INTEGRATION AND WORKING CONDITIONS OF SOCIAL WORKERS IN PALLIATIVE CARE SERVICES IN PORTUGAL**

Silva A.R.^[1], Guadalupe S.^[2]

^[1]ISMT - Instituto Superior Miguel Torga ~ Coimbra ~ Portugal, ^[2]CEPESE - Centro de Estudos da População, Economia e Sociedade ~ Porto ~ Portugal

The current demographic and epidemiological context highlights the crucial relevance of quality palliative care. Considering the importance that social work assumes in the defense citizenship and human rights in the context of health care, this study aims to analyze the integration and working conditions of social workers in palliative care services in Portugal.

We used a quantitative and qualitative research through a questionnaire addressed to the universe of the palliative care services in the national territory with social workers. Our sample has 17 social workers, working for 5.5 years on average in palliative care, mostly women (94%), aged between 25 and 57 years. The results of the study show that social workers are included in 86.4% of the services that exist at national level, which are mostly public (75%). Most respondents have professional graduate studies (64.7%), specific training in the area (82.4%) and institutional support for continued training.

The current working conditions had a tendentiously unfavorable assessment by the participants. They considered access to palliative care as being inequitable, and pointed a lack of adequate human resources and structures in some country regions, not to mention the lack of regulation of the activity of professionals working in palliative care. It is required from social workers an intervention based on the achievement of goals that demands immediate results, which is perceived as a difficulty for an effective intervention process. This research aims to contribute for the reflection about social work in the demanding context of palliative care and about the right of citizens to a holistic and quality health care in Portugal.

P.03.3

BUILDING A SCIENTIFIC SPACE INTEGRATED INTO THE SCHOOLS OF SOCIAL WORK

Boucher M.

LERS-IDS ~ Canteleu

How to make a success of the construction and of the development of a « scientific space integrated » and autonomous of the institutional powers and not of the « scientific community » within the french social work training system ? Beyond the declarations of intent on the importance of the research for the future of social work education and the necessity of mobilizing sufficient financial resources, if we want on one hand, to develop scientific research in and on the social field and on the other hand, if this space becomes a credible and recognized space of production and valuation of the social sciences, it is necessary to break with the idea of a research or a science in social work. Indeed, even if there are convergences between social work and social sciences, there are so many differences that it is necessary to distinguish in order to increase their complementarity and facilitate, in particular in the french context, the establishment of an academic discipline « social work ».

P.04
**A GENERIC OR SPECIALIST SOCIAL
WORK EDUCATION**

P.04.1

VALUE OF PLAY IN SOCIAL WORK

Van Den Heuvel W., Nouwens G.

Hogeschool Utrecht ~ University of Applied Sciences

Purpose:

Play guidance is a special way to help children and adults grow, when they have a lack in their development. We would like to give the participants an insight in the importance of play in Social Work and of play for Pedagogues. Think about the possibilities of play, the value of playing as a tool or as a goal, the influence of play in well-being of the clients and an insight in the client's needs.

Besides this, we would like to show the differences between play therapy and play guidance. We think it is important that Social Workers and Pedagogues are aware of the theory and knowledge of play development, but they should also be aware of the practice. How can you use play to make contact with children? How to get an insight of their emotional well-being? We think, by playing, children can work out their problems. Herewith the social worker can understand the state of the happiness of their clients.

Methods:

Poster presentation

The poster mentions different parts of play:

- development of play
- Importance of play for a child's development
- The processing of experiences
- The pleasure and importance of a good health, both physical and psychological.

Round table conversation

Interactive workshop to let people experience the importance of play and to show them what this can mean to the way of being.

Conclusion

We expect participants to get a bigger insight in how to use different forms of play in the contacts and accompaniment of their clients.

Wilna van den Heuvel, Teacher and supervisor of Play therapy, Play guidance and the minor Play Works, artist and contact clown. All these qualities come together in play!

Gerry Nouwens, teacher Institute Ecological Pedagogy, coordinator of the minor Play Works.

P.05 INTERNATIONAL DIMENSION IN SOCIAL WORK EDUCATION

P.05.1**CHALLENGING THE EU DIRECTIVE 2020: AN INTERNATIONAL CURRICULUM FOR THE BA.SOCIAL WORK**

Pauwels J., Tirions M.

Artesis Plantijn Hogeschool - UAS ~ Antwerpen ~ Belgium

Purpose:

By 2020 the curricula of the Bachelor programs in Social Work will have to meet the EU-criteria connected to international mobility. 1 on 5 students should spend at least a part of their studies abroad. In the region of Flanders, this target is even more ambitious: policy is that 33% of all students obtain at least 10 EC abroad during their studies by 2020.

Description:

The Social Work program of Artesis Plantijn Hogeschool UAS is developing strategies and actions to work towards a more international focused curriculum. In our poster we present our vision on the international dimension of social work education, relating it to the context of globalisation and superdiversity, giving attention to issues of sustainability and co-operative learning. Investing in a more international curriculum is in line with nowadays challenges of social work in an urban context. Social problems have no borders; social work interventions can only be successful if they can deal with this reality. In order to meet the Flemish criteria we establish new pathways of collaboration with work field agencies and international partners. Further more we choose to place the international dimension as a benchmark in the hearth of our course program. We invest in innovative didactics, in the international competences of our students and staff, in windows of opportunities. We connect to the international reality of Antwerp as a minority-majority city on the crossroads of Europe and the world.

Conclusion:

Through a combination of mobility windows (regular Erasmus+ and creative side-tracks), blended learning, project semesters and internationalisation of our regular courses, we shift towards a course program in which the international dimension will become mainstream in our education, training and research. In our poster we present our vision, ideas and ambitions.

P.05.2**EMPOWERING THE FUTURE: YOUTH, ARTS & MEDIA. AN INTERNATIONAL TAILOR MADE TRAINING PROGRAM FOR PROFESSIONALS AND FUTURE PROFESSIONALS WORKING WITH YOUNGSTERS AND EMPOWERMENT**

Tirions M.^[1], Moons K.^[2], Pennings H.^[3], Essomba Gelabert M.^[4], Ferny L.^[1]

^[1]Artesis Plantijn Hogeschool - UAS ~ Antwerpen ~ Belgium, ^[2]Amsterdam University of Applied Sciences - HVA ~ Amsterdam ~ Netherlands, ^[3]Universitat Autònoma de Barcelona ~ Barcelona ~ Spain, ^[4]De Veerman / The Ferry man - art education ~ Antwerpen ~ Belgium

Purpose:

Presentation of the E-TFU training program, a modular training program consisting of a catalogue of exercises, workshops and conceptual elaborations to be selected according to the individual needs of the trainees. The training program is applicable in social work education and professional training.

Description:

'Empowering the Future - Youth, Arts & Media' is a Transfer of Innovation project (2011-2014) based on an ongoing R&D partnership and run by nine organizations cooperating in local workfield-academic partnerships in four European cities (Amsterdam, Antwerp, Barcelona, Berlin). Introducing strength-based perspectives, we developed instruments to empower youths through arts and social media. We promote applicable methods of action research as medium for planning, action and evaluation as well as hands-on tools to work with young people in a way they gain control over their ideas, ambitions and resources. We present the outlines of the training and how it can be used in both education and professional training. E-TFU resulted in a training programme, applicable in different settings, for a broad range of target groups and with the focus on the competences of the practitioner or student (in training). The program has a constructivist design and connects to the emancipatory tradition of social work.

The Training Programme is available on a digital carrier, is modular structured on 3 levels, 10 course lines and contains a total of 142 products: 22 in-depth texts, 57 exercises and 63 support documents in English. E-TFU is promoted through a website and 2.0 platform; linking to our online course material.

Conclusion:

E-TFU is an innovative training program to inspire both education and workfield to invest in grounded perspectives on empowerment of youngsters. The educational materials, incorporated in the training program serve as a starting point for several master classes and a summer school program for social work students throughout Europe.

P.06

TEACHING SOCIAL WORK AND SOCIAL
WORK EDUCATION IN TIME OF CRISIS

P.06.1**SOCIAL WORKERS' EDUCATION IN THE CONTEXT OF THE CHALLENGES OF THE AGING SOCIETY**

Jagielska K.*, Pikula N., Lukasik J.

Pedagogical University of Cracow ~ Cracow ~ Poland

One of the greatest challenges of the twenty-first century is aging society and therefore it seems to be necessary to look for new forms and methods of education of social workers. Social workers need a wide variety of skills and resources to adapt to demands and needs of elderly people. This paper focused on the new forms and methods of education of social work's students. In this paper it is also shown, that in working with seniors it is required innovative methods that allow creative work with seniors. It should be emphasized, that creativity is very important for any social workers who want to work with older people. In the innovative methods of education we focus on the acquisition of knowledge and skills in working with older people. We enable students to develop the auto-creation competencies that should be used in working with seniors. In the process of education, in particular, we focus on the holistic human model and we pay attention to the fact that a person develops a lifelong Thus, among the various forms of work with seniors we promote personal development workshops.

P.06.2**RESILIENT PROFESSIONALS FOR AN OPEN MIND SOCIAL SENSE IN TIME OF CRISIS**

Amigoni C.

The Circle Project Lab - APS - Rho Milan ~ Italy

We live an epoch of strong changes where the social work, more and more, ought to deal with the emergency and the shortage of resources. New poverty, latent problems, new outlines of the beneficiaries are challenges that present and future social workers have to face inevitably. In these terms, talking about resilience in social work education is necessary to form professionals capable of reshaping themselves to exceed the individualism of the claim and to propose collective answers to the new global problems, through a gaze that could go over the schemes to which we are generally accustomed, exceeding the pure mechanics of the task, to promote different, creative and resilient help dynamics. Accompanying future social workers to be resilient means training persons who are not afraid of the crisis, but that with her and cross her could reshape the social sense. Favoring conditions to study and to prevent vulnerability establishing, at the same time, connections with sceneries, methodologies and proposals going beyond the national borders permit a participate learning capable of exceeding and opening space for experimentation of new shapes of help. Through a research that it puts into comparison different social realities in developing countries, it has emerged how the lack of resources allow being reactivated of inclusive dynamics of community based help more answering to the necessities of producing social empowerment and of being able to connect heterogeneous vulnerability. The construction of resilient communities lets produce and offer to the social market new alternative and creative solutions. Open mind resilient professional for resilient communities as a condition of resuming in order to promote dynamism, flexibility and a new adaptation. Creativity, change from the bottom, interchange and involvement could represent the key dimensions to encourage social worker getting actively involved to defy the crisis.

P.06.3**MAPPING THE MAD CAMPUS: THE MENTAL HEALTH CRISIS ON UNIVERSITY CAMPUSES**Daley A.*York University, School of Social Work ~ Toronto ~ Canada*

The proposed presentation will situate the tensions associated with teaching and talking about 'mental health' from a Mad studies framework in social work classrooms within the context of the increasing psychiatrization of university campuses in Canada and beyond. Over the past several years, post-secondary-related media and public media outlets have reported an increased prevalence of 'severe mental health problems' among post-secondary students, with the oft reference to the 'mental health crisis on campus'. As might be expected, universities have responded by developing campus mental health strategies that include identifying stressors for students including post-secondary adjustment, interpersonal, and financial pressures, with a particular focus on the (lack of) resources of campus (psychological) counselling centres. While not discounting the significance of distress experienced by students on university campuses, the current context might be characterized as yet another extension of neoliberal psychiatry's reach; conceivably a reach that is appropriately aligned with the aim of the neoliberal university to produce neoliberal subjects. It is within the context of psychiatry's far reaching influence on shaping institutional and individual understandings and experiences of distress on university campuses that I will explore the tensions - realized and not yet realized - associated with teaching and talking about 'mental health' from a Mad studies framework in social work classrooms. I will draw upon my teaching experiences to focus on: tensions resulting from using a Mad studies framework to disrupt students' understandings of 'mental illness' including, for example, concerns related to further marginalizing students who are experiencing distress, particularly those who adhere to psychiatric intervention; students' inadvertently minimizing or dismissing distress in their developing (or underdeveloped) critiques of psychiatry; and, student-identified neoliberal learning 'needs' related to their desire to gain employment in the social service sector.

P.07
CHALLENGES AND OPPORTUNITIES
IN DEVELOPING SOCIAL WORK
CURRICULA

P.07.1**EXPERIENCES AND EDUCATIONAL NEEDS OF SOCIAL WORKERS WORKING WITH CHILDREN AND YOUTH AND PERPETRATORS OF CRIMINAL ACTS**

Majdak M., Blažeka Kokorić S., Berc G.

Faculty of Law, Department of Social Work ~ Zagreb ~ Croatia

There are many areas where social workers work. Some of them are work with children and youth with behavioral problems and young and adult perpetrators of criminal acts. With children and youth social workers work in social welfare centers, at the Attorney office and Court office and residential and correctional institutions. Lately there are higher demands for the work of social workers in the area of Justice.

Both social workers who work with children and youth and those who work in justice department need specific knowledge, skills and abilities. Some of knowledge and skills social workers in Croatia gain during their 5 years education. Contemporary life brings to some new types of problems in children and youths behavior and their social functioning. Also families are faced with some new problems. Sometimes social workers can not deal with it and need some special knowledge and additional educations.

In this presentation will be presented results of two research conducted with social workers who work in Social welfare centers in Croatia on the Department for children, youth and families. Also we will present the results of a workshop conducted with the group of social workers who talk about the need for social work education to follow up changes in everyday life and demands for social work profession in the area of Justice Department. Thru experiences of social workers working with children and youth and their needs there is evident that it is needed improvement of the quality of their work, as well as the needs of social workers working within Department of Justice in Croatia.

We will argue about this if the education for social work need to follow the changes in society and the needs of contemporary life and problems that it brings.

P. 08

REFLECTING ON SOCIAL WORK TEACHING METHODS

P.08.1**A TEACHING MODEL OF INTEGRATING THEORY AND PRACTICE IN THE HELPING PROFESSIONS: THE CASE OF SOCIAL WORK TEACHING**

Lazar A., Ben Oz M., Michaeli A.

Tel hai College ~ upper galil ~ Israel

Integrating theory and practice has always been a challenge for educators in the helping professions in general and in social work in particular. In traditional teaching practices, the organization of classes is subject-centered which reflects the instructor's view on the appropriate order of the topics. In order to raise the involvement of the rest of the students in the discussion (emotionally as well as cognitively), we use the empathic process to create a situation in which the students identify with the presented dilemma as if it was their own dilemma. The combination of student centered teaching (adult learning) with students identification with the presented dilemma (based on empathic process) enhances theory and practice integration.

P.08.2**NEW FORMS OF THE STUDENT SUPERVISION IN SOCIAL WORK**

Cola P.

Università di Torino ~ Torino ~ Italy

This paper aims to explore the theme of Social Work student supervision in accordance with the innovative perspective and specific focus of the experimental apprenticeship which has been carried out for ten years in the Social Work Academic Degree course at the University of Turin. There are learning paths in the field of personal services, close to the themes and sectors in which traditionally the social worker operates, but where this professional figure is not formally present. The trainee is supported in the elaboration of his experience, supervised by a mature social worker employed by the university.

On the basis of the broad literature on this topic, many questions arise, beginning with reflection on how theory and practice can match the experimental apprenticeship in a changing environment where the actors are rapidly increasing.

How has the supervision been carried in this particular learning process? How has the student/supervisor relationship been redefined? What core-competences and operative ways are preferred in order to support and stimulate the trainee in learning the practice and in the re-elaboration of his/her experience? What kind of expertise should the supervisor advocate in the student? How do the setting, instruments and learning needs change? Which peculiarities, points of strength and points of weakness derive from previous experiences?

A further question concerns how this kind of student supervision can contribute to broaden reflection on the supervision experience enriching it.

“External” supervision is a privileged locus, almost a laboratory, to train and refine a function used by many social workers in their careers and a particular aspect of social work education.

P.08.3**THE CHALLENGE OF STAGE IN ITALY: A NEW WAY OF EXPERIENTIAL LEARNING**Sala M.*Catholic University ~ Milan ~ Italy*

This contribute presents a innovative type of practice learning experience called “Stage”, proposed by the bachelor degree in Social Work of the Catholic University (Milan). This experience will be analyzed through a case study, according to the social work relational paradigm (Folgheraither, 2007). The paper will mention and examine the characteristics of two different international field experiences:

- The Social Work placements in non-traditional contests («off the beaten track», Doel, 2014), conduct by social work students in settings without qualified social workers;
- The Service-Learning experiences, offered by several courses like opportunity to explore a context and meet its agencies and community (Schelbe, Petracchi, Weaver, 2014).

Both these experiences appear interesting way to approach the field, but in everyone there are some critical points. The Italian model (Stage) is trying to deal with these challenges.

Will be therefore explain the theoretical basics and the structure of this experiential learning, proposed to the third year students of Social Work Bachelor Degree. With the Stage (175 hours) the student have to create, without supervision in place, a project that results “innovative” for that context and “participate” by other stakeholders.

The contribute analyzes how, through a relational work, the student connects himself and the people (social worker, citizens, users, caregivers...) joining the same goal; the student, then, has to facilitate the decisional process and the participate realization of actions with a social utility, recognized by a group or a community. In the paper there will be also expressed the form of student is supervision and the support of a peer students group.

Through the stage process the student can proves himself in planning and participate work, like a real social worker, with the challenges and the benefits that this request represents.

P.08.4**APPLYING BIBLIODRAMA IN THE CURRICULUM OF SOCIAL WORK STUDIES**Leutar I.^[1], Leutar Z.^[2], Štambuk A.^[2]

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Bibliodrama is one of the methods applied within the course called ‘Spirituality in Social Work’ as one of the courses of Social Work Studies. The method has been applied for two years now at the Universities of Zagreb, Croatia, and Mostar, Bosnia and Herzegovina.

Bibliodrama is a teamwork method. There is not a single human life situation that had not already been recorded in the Bible. Therefore, participants in bibliodrama apply their own life experience on the biblical text, deepening that biblical text by deeply integrating their own lives in it, and at the same time becoming more conscious of their own reality and strengthened. It is very important that the moderator recognises psychodynamics of the group, which can be of a great help in doing bibliodrama better or, on the other, can hand produce resistance and regression of participants. Bibliodrama is also applied in social work practice. It helps professionals to build their own personality, and also to solve various problem situations they face at work or to cope with stressful situations. Bibliodrama can be used for working with different user groups in different areas of social work. An important dimension of bibliodrama is that it involves the whole man at all four levels: cognitive, emotional, spiritual and social.

Theoretical knowledge of bibliodrama in this paper is applied on work with students. An external evaluation of students at the response to the course was 4.9. With the consent of the students, we made the qualitative content analysis on their introspective reflections, and that way got the thematic areas of applicability of the method on their own knowledge and skills, and also professional applicability on various fields of social work.

P.08.5**A PSYCHO-EDUCATIONAL LEARNING FRAMEWORK FOR INTERNATIONAL FIELD WORK A BROAD**Ranz R.*Sapir college ~ Hof Ashkelon*

International field work training has focused mainly on the importance of support systems and supervision. However to the best of our knowledge there is no detailed framework that specifies the components and strategies that should be included in the attempt to meet this unique challenge. To fill this gap, this paper presents a framework of a psycho-educational training seminar. This seminar has been developed by the author over the last four years, and is based on analyzing professional literature, research findings, and the author's self-reflection, while she was accompanying students once a year for a three-week international field work program at a University in India. The reflections presented in this research are based on the author's observations, reports, and perceptions which she recorded in her personal diary before, during, and after the seminars. The documentation was analyzed in three steps. First, the author read the diary from beginning to end in order to identify the participants' voices. Second, she identified main responses of the students to situations and issues that the students dealt with in their experience abroad and processed in the seminar. Third, she integrated the responses into main themes after careful examination and reexamination of the texts. All three steps were validated by an external academic professional who took part in the international program. Findings: Four main components were developed for the psycho-educational seminar on the basis of the approach to traditional field work practicum, with necessary adjustments for working in the unique arena of international field placements. In addition, five strategies were adopted to achieve these components.

Applications: Practical guidelines are proposed for training social work students in international field work abroad.

P.08.6**THE ADDED VALUE OF SCRUM IN SOCIAL WORK EDUCATION**Bosman K.*Rotterdam University of Applied Sciences ~ Rotterdam ~ Netherlands*

We would like to share our experiences with this innovative method in project-based education.

Over the last three years we have been experimenting with the SCRUM method originally stemming from the ICT-field. We have developed a way of working and used the most valuable items of this method. Because of the way SCRUM works, students are forced to act immediately in the field of Social Work from the start of the project, instead of starting to make a plan of action, discuss and adapt it, and then eventually implement the plan according to the fixed time schedule.

Consequently, they become aware of the needs of their clients and they are encouraged to meet professionals. They have to discuss several items with them as if they were colleagues.

In preparation for that they have to study relevant literature, do desk-research and immerse themselves in the subject.

In that way an iterative inquiry starts. The outcome of these projects are more realistic, usable and affordable the professionals in the field and their clients.

For teachers it creates possibilities to work with their groups of students as a coach and co-creator.

Over the last period we (teachers) defined the subject that has to be inquired. This academic year we'll experiment with free subjects. Students will form interest-based groups and choose their own subjects that, in their opinion, matters the most. At the time of the conference, we can also share our experiences with the audience on that procedure.

Working with SCRUM in project-based education for Social Work increases the enthusiasm of students and teachers and brings more realistic, usable and affordable outcomes for professionals and clients.

P.08.7

USING STUDENT DINNERS TO SUPPORT DISTANCE EDUCATION SOCIAL WORK STUDENTS

Duncombe R., Bowles W.

Charles Sturt University ~ Wagga Wagga

The 'student dinners' aimed to reduce student isolation, engagement and retention being major challenges in distance education. This paper reports on the evaluation of those student dinners. Charles Sturt University is a major distance education social work and human services provider with around 2000 students along the east coast of Australia and throughout the Northern Territory, and South Australia. The students live in urban centres, regional, rural and remote locations. The Social Work students have guaranteed contact with each other during four 1 week residential schools over a period of around 4 years for those studying the Masters Qualifying and around 8 years for most Bachelor students. This is because most of the students are part time, combining study with work and family commitments.

The 'student dinners' were sometimes lunches, sometimes an evening meal and sometimes snacks and drinks. They were organised in Adelaide, Tamworth, Coffs Harbour, Port Macquarie, Byron Bay, Toowoomba, Cairns, Mackay, Brisbane and on the Gold Coast, and included practicum students, field educators and the CSU liaison staff. On a couple of occasions they included distance education students from other universities in the same location. On some occasions recent graduates have also attended.

Over the period June 2011-June 2013 a questionnaire was emailed to students the day after a student dinner. Responses were received by the field education office, de-identified and passed on to the researcher. These responses were manually examined for adjectives, topics, negative feedback, positive feedback and suggestions. Students enjoyed meeting other students, being party to professional conversations, and being able to discuss their studies with other students. Unintended bi-products included their contribution to the development of a professional persona, contribution to the development of professional networks and student engagement around issues in the field.

AUTHOR INDEX

A		B	
Abay A.R.	42	Baginsky M.	143
Abdel Meguid L.	159	Barten A.	190
Abel E.	346	Basic S.	44
Ablett P.	20	Beier J.	72
Abrahamson Löfström C.	81	Bejko E.	127
Adamson C.	207	Ben Oz M.	368
Alatalo J.	291	Berc G.	264, 366
Alcazar Campos A.	118	Bergamini M.C.	324
Alegre Beneria R.M.	87, 119	Bergheim B.	126
Alho S.	280	Berglund H.	81
Allegri E.	226	Berlinicke J.	89
Almeida J.L.	224	Bertotti T.	241, 263, 301
Alonso Segura A.	336	Berzoff J.	193
Alseth A.K.	173	Bialozyt K.	347
Altmann L.	270	Birnie-Lefcovitch S.	260
Amble Anundsen H.	77	Blažeka Kokorić S.	264, 366
Amigoni C.	363	Boehler D.	248
Amram Y.	108	Bogolyubova E.	157
Andrade M.	337	Boixadós Porquet A.	116, 259
Andrioni F.	166	Boonen I.	262
Antczak H.	124	Bornarova S.	117
Anthone R.	92	Bosio S.	300
Appleton C.	58	Bosman K.	373
Arelli Maffioli S.	313	Boucher M.	125, 163, 354
Ariño Altuna M.	332	Bowles W.	374
Arizio I.	324	Boy L.	316, 321
Ashworth P.	292	Boylan J.	48, 86
Askheim O.P.	268	Bozek B.	228
Ask T.A.	46	Branco F.	232
Auen M.	235	Bressan F.	311
Austeen Leth L.	11, 120	Brnula P.	23
Azevedo Lima J.	88	Broadhurst K.	201
		Buchbinder E.	43
		Burg M.A.	346

Busceme C.	180	Corigliano A.	319
Buzaityte Kasalyniene J.	26	Corsi L.	318
		Cowden S.	202
		Curreli V.A.	322
		D	
Cabiati E.	111, 132	Daley A.	195, 364
Callebert M.	59	Dan A.	150
Campanini A.	186	Daniel F.	137, 352
Canestrari A.M.	318, 319	Davis Whelan J.	260
Caparrós-Civera N.	73, 342, 345	De Aloe S.	61
Carbonero-Muñoz D.	73, 342, 345	De Battisti M.	311
Carignan L.	96	Dedotsi S.	201
Carissimi D.	310	De Jonge E.	100, 239
Carlberg A.	105	Dell'Acqua M.D.	300
Carvalho M.I.	51, 135	Dellavalle M.	307
Casari T.M.	322	De Lucia D.	61
Caspani F.	318	De Vicente Zueras I.	87, 119
Castellazzi M.	61	Dhembo E.	222
Castelli Dransart D.A.	148	Di Rosa R.T.	320
Castro Varela M.D.M.	192	Domenech-López Y.	229, 333
Cazorla Palomo J.	34	Donning Y.	68
Cecil B.	275	Duckers P.	95
Cellini G.	308	Dumoulin W.	152
Cettou L.	54	Duncombe R.	374
Chagas Lemos E.	116, 335	Du Plessis-Schneider S.	14
Chen S.	348	Durán Monfort P.	13
Chiapparini E.	267	E	
Chinnery S.	58	Earnest Charles Vettri Arasu B.C.	218
Christensen A.B.	257	Ebsen F.	15
Christensen J.	185	Eicher V.	267
Ciani Passeri A.	318	Eide S.B.	274
Cierna M.	144	Engelbrecht Lambert K.	180, 244
Citroni G.	256	Escartin M.	30, 329
Cockram L.	142		
Cola P.	369		
Colquhoun A.	234		

Espinosa Spínola M.	118	Giannou D.	33
Essomba Gelabert M.	359	Gibens S.	290
Esteban-Ramiro B.	288, 328	Giménez-Bertomeu V.M.	333
F		Goffo G.	311
Ferguson I.	6	Goldoni M.	65
Fernandez Barrera J.	87, 116	Goldoni R.	61
Fernández-Montaño P.	288, 328	Gómez-Pérez M.	191
Ferny L.	98, 359	González Menorca L.	330, 349
Ferreira J.	88, 166, 242	Govi A.S.M.	305
Ferreira P.	242	Grotelueschen J.	102, 205
Figley C.	140	Grundvall S.	68
Fjellidal C.	151	Gruyters S.	75
Flem A.L.	173	Guadalupe S.	137, 352, 353
Foglia B.	319	Gui L.	298
Fondeville F.	94	Gulfi A.	54
Fook J.	3	Günes G.	153
Foreman M.	182, 208, 261	Gupta A.	272, 284
Forsén B.	60	Gusic F.	278
Freitas M.J.	114	Gustafsson S.	81
Freysteinsdóttir F.J.	71	Gvaldaite L.	26
Fryk L.	210	H	
Funk E.	231	Haas C.	230
Furlongue Laver M.	79	Hadodo R.	110, 214
G		Hagemann T.	231
Gadzo-Sasic S.	44	Hájková V.	32
Gant V.	101	Handeland W.K.	77
Ganzevles M.	97	Hanga K.	344
Geldof D.	181	Hansen R.	253
Georgi S.	350	Hansen T.	31
Geron Y.	16	Hefel J.	250
Gevorgianiene V.	38	Heidenreich T.	266
Ghilardi V.M.	310	Hellmann W.	164
Ghisalberti R.	310, 322	Hendriks P.	129
		Henriksen K.	74

Henriksen Ø.	151	Kejerfors J.	115
Hettes M.	179	Kelasev V.	289
Heule C.	12, 268, 269	Kestel O.	178
Heyerdahl-Larsen J.	253	Kjellberg I.	258
Hlousek J.	166	Kjørstad M.	183
Hoffmann A.	276	Klesken L.	63
Holten J.	237	Kloppenborg R.	22, 239
Hothersall S.	113	Knevel J.	295
Huber M.	237	Kniephoff-Knebel A.	281
I		Koch U.	156
Iannitelli Muscolo S.	299	Kokaliari E.	193, 194
Ibanez L.	286	Kokkonen T.	166
Ioakimidis V.	209	Kondrashov O.	283, 285, 294
Iovu M.B.	109	Koning M.	25, 92, 181
Ivanova K.	133	Kors J.	220
J		Kösel S.	65
Jagielska K.	362	Krane Hanssen J.	151
Jammal Abboud R.	85	Krasniqi V.	217
Joaquín G.M.	225	Kristiansen A.	269
Johansen J.S.	121	Kroken K.I.	77
Johansson H.	115	Krstulovic G.	103
Jones D.	174	Kruse E.	171
Jönsson J.	173	Krzyszowski J.	93
Jurickova L.	133	Kust D.	134
K		Kutsar D.	279
Kallinikaki T.	198	Kvammen M.F.	273
Kantowicz E.	21	L	
Karagkounis V.	198	Labonté-Roset C.	168
Karandikar-Chheda S.	167	Laconi A.	302
Kasten A.	255	Laging M.	162, 266
Keating F.	36	Lambley S.	142
Keinemans S.	22	Lane L.	110, 214
		Larsen A.K.	170
		Lawrence Shawn	161, 346

Lawrence Susan	172	Martinez Navas I.	330, 349
Lawson H.	66	Martinez-Roman A.	331
Lazar A.	368	Martínez Vázquez N.	334
Lazar F.	150	Martin L.	180
Leitão Ferreira J.M.	18, 175	Marx I.	221
Leonard K.	284	Mateo-Perez M.A.	331, 333
Leroy S.	160	Matias A.C.	337
Leutar I.	371	Matthies A.	165, 291
Leutar Z.	371	Mcconnell S.	260
Levicka J.	69	Medar M.	344
Levicka K.	69	Meinema T.	172
Lievens P.	169, 199	Merle L.	279
Lillo-Beneyto A.	30, 329	Merlini F.	309
Limbach-Reich A.	196	Mesquida González J.M.	37, 259
Lindroth M.	35	Michaeli A.	368
Llobet Estany M.	203	Migliorini C.	319
Lopez Rodriguez J.A.	299	Mikovic B.	44
Lorenzo Aparicio A.	122	Miljenovic A.	49
Lorenz W.	2	Minoia C.M.	154
Lotano F.	319	Mitrofanenko V.	157
Low K.	284	Moe A.	39
Lucchesi B.	314	Moldovan V.	102, 205
Lukasik J.	362	Moons K.	359
M		Moretti A.	61
Mackrill T.	128	Moretti C.	139, 211
Macy R.	240	Morley C.	200
Mairhofer S.	136	Moser M.	50
Majdak M.	264, 366	Mulder K.	82
Mallard C.	260	Munte Pascual A.	87
Manthorpe J.	143	Munuera Gomez P.	277
Maria W.	183	Murakami A.	131
Marica L.	166	Murphy T.	177
Marks R.	140	Musso G.	308
Marthaler T.	230		

N		Paulini C.	171
Nagy A.	215	Pauwels J.	212, 358
Narusson D.	279, 344	Pena M.	166
Navaridas Nalda F.	349	Pennings H.	98, 359
Necasova M.	19	Pereira Alberto M.D.F.	88
Nelson A.	99	Pérez-Belda M.C.	229
Neverdal S.	252	Perriard V.	54, 148
Neves Almeida H.	223	Pervova I.	149, 289
Ní Raghallaigh M.	182	Petersen M.	121
Nordstrand M.	17	Petrauskiene A.	197
Nothdurfter U.	215	Piantoni C.	206
Nouwens G.	356	Pice C.	313
Novellas Aguirre De Cárcer A.	122	Picornell-Lucas A.	88
Nunev S.	350	Pikula N.	362
O		Piscitelli D.	300
O'Connor L.	27, 265	Pollack S.	195
Oerder Y.	276	Polo D.	323
Oliver E.	260	Pozos Perez K.V.	98
Ornellas A.	180, 244	Prandi R.	319
Ortolani A.	10	Pregno C.	303
O'Sullivan J.	78	Pugnoli C.M.	318
Oyre I.	77	Q	
P		Quiroga Raimundez V.	116, 259, 335, 336
Pachi K.	216	R	
Pagorek Eshel S.	16	Raeymaeckers P.	221, 228
Palacín Bartrolí C.	13, 119	Raineri M.L.	111
Palazzo C.	312, 325	Ramos Feijoo C.	277, 332
Palenik M.	23	Rankine M.	52
Palomba F.	302	Ranz R.	372
Paltrinieri M.E.	305	Rasmussen T.	238
Parra Ramajo B.	13, 34, 37, 47	Rawles J.	112
Pastor Seller E.	41, 88, 90	Raya-Diez E.	73, 191, 342, 345
Pastura M.	324		

Rengers B.	24	Silva J.	352
Reverda N.	114	Silva L.	137
Riva V.	301	Simpson G.	204
Röbäck De Souza K.	80	Sims D.	53
Rocak M.	70	Sirotkina R.	279
Rocca V.	307	Sjöström M.	81
Rocha H.B.	242	Skytte M.	131
Rodrigues F.	232	Slobodova L.	144
Roig S.	336	Smirnova M.	236
Rota D.	61	Smith R.	147
Roth M.	254	Sobocan A.M.	141
Rukavina A.	134	Sokolec J.	76
Russo A.M.	317	Šotolová M.	45
S		Sousa P.	224
Sadauskas J.	166	Spilgies J.	162
Sadic S.	64	Spinelli A.	318, 319
Şahin F.	146	Spini L.L.	310
Saia K.	344	Spolander G.	180, 202, 244
Šajfar P.	134, 271	Spooren P.	221, 228
Sala M.	370	Squartini N.	318
Sandoy Ottesen E.	77	Štambuk A.	371
Sangra Boladeras A.	299	Stark C.	29
Schaefer P.	243	Starke M.	110, 214
Schiøll Skjefstad N.	17	Stofberg A.	158
Schranz S.	281	Strauss H.	173
Schreurs H.	233	Stromgottfried K.	240
Schüllenbach-Bülow E.	276	Strömpl J.	279
Selcik O.	187	Stuart-Fisher A.	284
Selg M.	279	Stuopyte E.	123
Shakirova S.	157	Sugman Bohinc L.	166
Shamoa-Nir L.	16	Svedaite-Sakalauske B.	26, 38
Shenhav- Goldberg R.	108	Švenda Radeljak K.	271
Sheridan P.	286	Svendsen T.S.	77, 138
Sicora A.	249, 256	Svenlin A.	291
Silva A.R.	353	T	
		Taken P.	75

Ten Heuw H.	130	Vilumsen A.M.	11, 120
Thompson A.	52	Vincenti G.	227
Thorpe K.	142	Vindegg J.	83
Tielman S.	115	Vogt S.	62
Tikkanen R.H.	35	Votoupal M.	45
Tilli C.	306	W	
Timperman T.	152	Wagner L.	171
Tirions M.	25, 92, 98, 181, 358, 359	Wahlström M.	4
Tognetti M.	315	Walker J.	176
Törnquist A.	115	Wall J.	184
Torralba Roselló J.M.	119, 122	Wallon P.	292
Tortosa-Martinez J.	331	Weinberg M.	28
Trevisi G.	300	Werner M.	219
Trevithick P.	55, 91	Wessels F.	245
Truell R.	174	Westersø P.	74
Turetti E.S.	314	Westwood J.	287
Turtiainen K.	166	Whitaker L.	251
Tveraabak M.	67	Widerlöv M.	12
V		Willumsen E.	77
Van Den Heuvel W.	356	X	
Vanderstukken I.	40	Xavier G.	180
Van Gerven E.	221	Y	
Van Gestel V.	282	Yegidis B.	161
Van Heijst P.	84	Young A.	201
Van Slagmaat C.	89	Yu B.	348
Vaska L.	63	Z	
Vega Gutierrez A.	330, 349	Zanetello V.	304
Vejmelka L.	271	Zavirsek D.	196
Venturini D.	311	Zemaitaityte I.	197
Verschueren M.	293	Zganec N.	236
Vesna L.	165	Zielinska-Krol K.	104
Vicente H.	137, 352		
Viitasalo K.	291		
Vilka L.	197		

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