

BOOK OF ABSTRACTS

SOCIAL WORK EDUCATION IN EUROPE: CHALLENGING BOUNDARIES PROMOTING A SUSTAINABLE FUTURE

**LES FORMATIONS EN TRAVAIL SOCIAL
EN EUROPE: FAIRE BOUGER LES
LIGNES POUR UN AVENIR DURABLE**



**PARIS
2017**

**EUROPEAN
CONFERENCE**

**JUNE 26 to 29
PARIS DESCARTES
UNIVERSITY**

UNAFORIS

Union Nationale des Acteurs de Formation
et de Recherche en Intervention Sociale

EASSW - European Association
of Schools of Social Work

EASSW

Conference Paris 2017

(France)

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Please note that abstracts are given in alphabetical order:

- by name of the parallel sessions
- by title of the workshops, symposia, posters and videos

You can find an index with all authors, co-authors and speakers at the end of the document.

You can also search the pdf by clicking ctrl+F.

TABLE OF CONTENT

Organisers	4
Committee	5
Editorials	6
Preconferences	8
Ceremonies	12
Keynote speakers	13
Master classes	15
Parallel sessions (alphabetical order).....	17
Workshops (alphabetical order)	183
Symposia (alphabetical order).....	208
Posters (alphabetical order).....	228
Videos (alphabetical order)	243
Index by author	

THE ORGANISERS

EASSW - European Association
of Schools of Social Work



The **EASSW, European Association of Schools of Social Work**, is dedicated to foster dialogue among social work educators, practitioners and students. It has engaged a constant effort to promote a change in perspective which will enable social workers to reinterpret the current crisis and transform it into a chance for real and sustainable social change in the future. The ultimate goal is to develop high quality education and training for social work practice across Europe. The success and rewarding atmosphere of the 2015 EASSW Milan conference as a site of mutual learning and reflection, exchange of ideas, and professional and educational debate, engages us to commit even more strongly to making a step forward in enhancing the quality of social work education and training in Europe.

> [click here to access EASSW website](#)

UNAFORIS

Union Nationale des Acteurs de Formation
et de Recherche en Intervention Sociale

The association **UNAFORIS, National Union of the Players in Education and Research in Social Work**, contributes to French and European training policies, organization and structure of training systems and to the development of quality. It promotes training centres, curriculum development and research at a national and international level.

UNAFORIS wants to be a main player in the evolution of social work field. It wants to make proposal and promote the values of its members, in order to contribute to the training of professional workers that would be able to follow these values in turn, in their professional life.

> [click here to access UNAFORIS website](#)

COMMITTEE

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Anna Rurka
Marika Smirnova
Frédérique Streicher
Elisabeth Sultan
Alain Thers
John Ward

EDITORIALS



Dear colleagues from all around the world,

As director of Erasme, School of Social Work in Toulouse, member of UNAFORIS and EASSW, it is a great honour and privilege to be the president of this international conference, whose topic is deliberately looking to a sustainable and pacified future. The members of EASSW and UNAFORIS Executive Committees, the Scientific and Programme Committees, and the professional team of UNAFORIS all together have done everything possible to make this conference a moment of sharing and building projects between many stakeholders, social workers, teachers, directors, service users, students, researchers, policy makers, and others that constitute the substance of social work itself. With all the great changes that affect our societies and

environment, it is now essential to think and act together for our future social workers, offering them education that matches all those new and numerous needs. Here is our main goal for this conference.

I would like to thank warmly all the people that helped building a qualitative content with their intervention, and also all the people that participated in the organisation.

I truly hope that us, French people, organisers and hosts of this conference that will gather 950 participants from 41 countries, will have managed to build a dynamic that will keep on moving forward.

Welcome to Paris, you will love it, I am sure of that.

Robert Bergougnan
President of the Conference



Dear colleagues,

The scientific committee of the EASSW – UNAFORIS international conference launched the call for abstracts considering four main streams believed as meaningful and fundamental to enhance the development of social work education: methods and pedagogies of social work; development of curriculum and course contents; ethical issues, in its twofold aspects of teaching ethics and being ethical teachers; structural and organisational conditions that influence teaching and professional status of social work educators. These themes attracted more than 500 abstracts and those who passed the peer blind review are presented at the conference in different formats of parallel sessions, symposia and workshops. Their variety gives a colourful and

diversified picture of social work education in Europe today.

The scientific committee also wanted to offer special occasions for new and young social work educators to meet and share knowledge and experiences with senior and skilled teachers, during the “master classes”.

Finally, plenary keynotes will outline the contextual and socio-political background of social work education’s challenges, the ethical aspects of teaching and, in the closing day, the development of social work education in the future

As chair of the scientific committee I wish that this conference will be a nurturing opportunity for everybody and will contribute to our collective engagement in social work education.

Teresa Bertotti
Head of the Scientific Committee

EDITORIALS

Dear colleagues,



The EASSW-UNAFORIS 2017 conference in Paris brought together more than 950 participants from most of the European countries but also many colleagues from other continents. This is the excellent proof how social work education plays important role in building of the profession and how needed is this kind of professional gathering. Wide range of topics that will be elaborated during the symposia, workshops, panel discussions, master classes and other conference formats should contribute to the future development of the social work education in the Europe. The EASSW as organizer is proud to have the chance to enable this kind of professional exchange and is also very happy to have such a capable partner as the UNAFORIS is. Apparently you can find broad spectrum of topics in this book of abstracts that will be presented

by social work academics. I am sure everybody will find a lot of useful informations and conference will be fruitfull source of inspiration for our joint educational endeavour to build strong social work in all its aspects – practice, education and research.

Nino Žganec
President of the EASSW

Dear colleagues and friends,



As president of UNAFORIS, I would like to convince you about the stake of the European Conference Paris 2017, for those who, in France or somewhere else in the world, care about the future of social work, through education, and think about a sustainable social work at global scale.

This conference, that we are pleased to host, and that created many partnerships, will be a meeting point, at the crossroad of international, national and local challenges, for all the different players of social field, and the perfect occasion to challenge boundaries.

Teachers, researches, students, service users, professionals or politicians will come from all around the world to contribute, listen, debate on those topics. French schools of social work are happy to have the opportunity to show and talk about what they do.

Do not let the language be an obstacle. Let's share, let's think together, it is through cohesion that we will be able to act tomorrow with force and determination for a sustainable social work closer to people needs.

Denis Vallance
President of UNAFORIS

Chers collègues et amis,

Président de l'UNAFORIS, je voudrais vous convaincre de l'enjeu que représente cette conférence européenne de 2017, pour tous ceux qui en France et dans le monde, se préoccupent de l'avenir du travail social, par ses formations et réfléchissent à un travail social durable à l'échelle mondiale.

Cette conférence, que nous accueillons volontairement, et autour de laquelle un ensemble de partenariats sont en train de se nouer sera un lieu de rencontre au croisement des enjeux internationaux, nationaux et locaux portés par les différentes voix du champ social et l'occasion, indéniablement, de faire bouger les lignes.

Des formateurs, chercheurs, étudiants, personnes concernées, professionnels ou représentants politiques se déplaceront du monde entier pour contribuer, écouter, échanger autour de ces questions. Les établissements de formation français sont heureux de pouvoir dire et montrer ce qu'ils font.

Que la langue ne vous soit pas un obstacle. Partageons, réfléchissons ensemble, c'est en nous réunissant que nous pourrons agir demain avec force et détermination pour un travail social durable au plus près des besoins.

Denis Vallance
Président de l'UNAFORIS

EASSW-UNAFORIS Conference 2017
June 26 to 29 – PARIS

PRECONFERENCES

UNAFORIS

Union Nationale des Acteurs de Formation
et de Recherche en Intervention Sociale

“Participating actively in the evolution of social work and social policy, with an international perspective that includes professional education and research”

UNAFORIS preconference is the first step of the elaboration of an international strategy. It aims at valorizing the engagement of our network's schools in international dynamics and measure the challenges at stakes.

This meeting will be divided in 4 interventions of 15 minutes each. It will give us the opportunity to identify the benefits of international collaborations, through the presentation of concrete experiences.

OPENING

UNAFORIS strategy of international development

Denis Vallance, UNAFORIS president

UNAFORIS participation to international debates

Robert Bergougnan, president of EASSW-UNAFORIS Conference and UNAFORIS representative at international level

OUR SCHOOLS' ACTIVITIES AT INTERNATIONAL LEVEL: CHALLENGES, PARTNERSHIPS, MUTUAL BENEFITS, PERSPECTIVES FOR PROFESSIONALS AND FUTURE PROFESSIONALS

Manuel Pélissié, general director of IRTS Paris-Ile-de-France

Theme 1: Participate in international debates on social issues

Christian Rollet, president of the IASSW 2018 Conference, author of “Du village gaulois au village global, points de repères pour le travail social”

Guest speaker(s): John Crowley, Chief of Section - Research, Policy and Foresight at UNESCO, and Gérard Schaeffer, vice-director of ESTES

Theme 2: Develop engineering activities through international collaboration

Marie-Pierre Sarat, general director of IMF Marseille

Guest speaker(s): Elisabeth Prieur, project officer at ISL

Theme 3: The international question in social work education pedagogy

Elisabeth Sultan, in charge of international development at IESTS Nice and Alain Thers, head of department at Polaris Formation

Guest speaker(s): Daniel Frisoni, teacher and head of audiovisual department at IRTS Lorraine

Theme 4: Research, social work and education with international dimension

Béatrice Muller, general director of ESTES Strasbourg

Guest speaker(s): Marc Rouzeau, director of research and prospective at ASKORIA and Louis Xavier Colas, head of the social professions bureau at DGCS

CLOSING: PERSPECTIVES

Joëlle Libois, president of the International Association for Research, Education and Social Intervention (AIFRIS)

PRECONFERENCES



“Managing diversity, promoting integration, granting dignity: drafting competences and strategies for dealing with diversity. The role of social workers in the field of immigration and asylum”

The so called migration and refugee crisis is being managed with improvisation and lack of perspective by European Governments in most of the cases. As a result, social workers at the frontline are coping with dramatic situations which need to be addressed, some of them in a very urgent way. Stressing situations and a feeling of not being able to respond correctly produce anguish and burn out in the professionals

In this preconference we propose some insights in three scenarios that may be helpful to tackle this issue:

First scenario: migrants and refugees rights in a nutshell: the conundrum of acts, laws resolutions regarding the daily life of migrants make social workers feel disoriented. How to have a clear ideas of on the basics

Second scenario: Intercultural mediation: some examples and guidance based on the best known examples

Third scenario: questioning the active integration framework proposed by the EU and promoting a realistic integration. Some steps to advance.

Speakers: Emilio José Gómez-Ciriano and Silvia Fargion

European Research Network Inclusive Society and Social Work

“Social work education, practice and research in promoting an inclusive society in Europe”

In 2016 five Institutions of higher education founded an international research network for studying the challenges of an inclusive society in Europe and the role of social work in this transformation. The first project of the network is a publication about the current discussions and researches about inclusion and Social Work in Europe.

Speakers : Josefa Fernandez Barrera and Candido Palacin Bartroli (University of Barcelona, Spain); Stephen Bundschuh and Marion Felder (University of Applied Sciences, Koblenz, Germany); Elke Plovie (University of Leuven, Belgium); Maria José dos Santos Freitas and Nol Reverda (Zuyd University, Maastricht, The Netherlands); Nino Zganec and Ana Miljenovic (University of Zagreb, Croatia)

PRECONFERENCES



IFSW EUROPE

“What is so special about social work and Human Rights: challenges of Social Workers across Europe”

The conference will begin with a presentation of Ana Lima Fernandez president of IFSW Europe: “Social right for Human right and Social dignity”.

After that, Tatjana Katkic Stanic, IFSW Europe Executive, will present the results of the research “Human Rights of Social Workers” undertaken by Ana Radulescu and Herbert Pauschin, in with collaboration of the HR Commission.

We will also organise discussion in small groups. As social workers, we would like to discuss violations of our rights as professionals by discussing the following questions:

1. As a social worker in your professional life, can you think of any violations of human rights?
You may think about the following areas:
2. Think about the conditions which create these violations. What are the dynamics?
3. How did you respond to these violations?
4. How did/do you feel about these violations? What can we do about these violations?

16:15 – 17 Conclusion and next steps

Speakers: Ana Lima Fernandez and Tatjana Katkic Stanic



“Mending the gap - Service user participation in education, research and social work practice”

PowerUs will lead an interactive pre-conference where five themes will be presented and discussed in a round table setting. The themes are:

- Service users as students in social work education
- Service users as teachers in social work education
- Service user participation in social work research
- Service user participation in practice change
- Service user mobilization in PowerUs

During the pre-conference each theme will be introduced by representatives from PowerUs, and participants will be invited to contribute in round table discussions. Each theme will contain both challenges and possibilities in realising service user participation. Each theme will close with summarizing what has been discussed in the different groups.

Speakers: service users and teachers from Norway, Sweden, Denmark, Germany, UK, Netherlands, France, Belgium, South Africa and Switzerland

PRECONFERENCES



“Mobility and international experience”

Speakers: Morgane Chehami, Laura Bastet, Marie Inthanavong (IFTS Echirolles); Alice Martrou and Solène Manceau (ITS Tours); Alice Jean, Mélyssandre Eatne, Anne Bernard (ISSM Mulhouse)



IASSW AIETS

IASSW x China

“China and Europe - a dialogue around social work education and social work development“

This is a third pre-conference organised in the context of the EASSW conferences that offered the opportunity to share experiences and underline similarities and differences in social work education as basis for establishing a fruitful dialogue on social work education and social work profession.

Chair: Annamaria Campanini

“The institutional development and capacity building of current China's social work”
by Prof. Guan Xinping

"University teachers establishing social work agencies – Characteristic of Chinese social work development”
by Prof. Yi Songguo

“A joint initiative-integration of theory and practice to indigenise and professionalises social work”
by Prof. Kan Yip

Speakers: Annamaria Campanini (University of Milano-Bicocca, Italy), Guan Xinping (Nankai University, China), Yi Songguo (Shenzen University, China), Kan Yip (Hong-Kong University, China)

CEREMONIES

OPENING CEREMONY SPEAKERS:

Robert Bergougnan, President of the Conference

Frédéric Dardel, President of Paris-Descartes University

Annamaria Campanini, President of IASSW

Ana Isabel Lima Fernández, President of IFSW Europe

Jean-Philippe Vinquant, Head of the General Direction for Social Cohesion (DGCS)

Denis Vallance, President of UNAFORIS

Nino Žganec, President of EASSW

Chloé Altwegg-Boussac, Project Manager

CLOSING CEREMONY SPEAKERS:

Jean-Paul Raymond, Head of the Social Action, Childhood and Health Bureau of the City of Paris

Robert Bergougnan, President of the Conference

Diane Bossière, General Delegate of UNAFORIS

Nino Žganec, President of EASSW

KEYNOTE SPEAKERS

Michel Wieviorka

“Social changes and challenges for our society: a perspective from sociology”

*Michel Wieviorka, State Doctor in Arts and Humanities, director of studies at the Higher School of Social Sciences, is the president of the board of the foundation Maison des Sciences de l’Homme (FMSH) in Paris. He has been a member of the Scientific Committee of the European Research Council (ERC) since 2014, and he is ruling, along with Laetitia Atlani-Duault, the new journal SOCIO that he created in 2013. He researches in the fields of conflicts, terrorism and violence, racism, anti-Semitism, social movements, democracy, and phenomena of cultural differences. Michel Wieviorka was the president of the French Committee for Human and Social Sciences during the inauguration ceremony of the MOST programme in 2016, at the French National Commission for UNESCO. His last book *Les juifs, les musulmans et la République* was published by Robert Laffont Editions.*

Paul-Michael Garrett

“Why critical theory is vital within social work education in 2017?”

*Paul Michael Garrett works at NUI Galway in the Republic of Ireland and his research interests focus on critical social theory within social work education, discourses of marginality relating to ‘troublesome’ populations and neoliberal-inspired ‘reform’. For several years he has been a member of the editorial collective of *Critical Social Policy* and he is one of the founders of the Social Work Action Network (SWAN) Ireland. Paul’s interventions have appeared in academic journals across a range of disciplines and he is the author of the acclaimed *Social Work and Social Theory* (2013) which was also published, in Chinese translation, in 2016. In addition, he has written three books mapping facets of social work with children and families during the period of New Labour (1997-2010) in the UK.*

Sarah Banks

“Practicing ethically in an unethical world: Cultivating professional ethical wisdom in social work”

*Sarah Banks is Professor at the School of Applied Social Sciences and Co-director of the Centre for Social Justice and Community Action at Durham University, UK. She teaches and researches in the fields of social, community and youth work. She has a particular interest in professional ethics and community-based participatory research. Recent books on social work ethics include: *Ethics and Values in Social Work*, 4th edn (Palgrave Macmillan, 2012) and *Practising Social Work Ethics Around the World: Cases and Commentaries* (Routledge, 2012, edited with Kirsten Nøhr). Current research projects include *Imagine – Connecting communities through research* (looking at radical community development and civic participation) and a study of complaints about misconduct of social workers in England.*

KEYNOTE SPEAKERS

Staffan Höjer

Staffan Höjer is a Professor in social work at the Department of social work, University of Gothenburg, Sweden. His research is mostly about knowledge, professionalization and organization in social work. Among other things he has studied the processes of “academisation”, the content of social work research, the privatization in social work and the decision making within child protection. Staffan Höjer is involved in many international projects and has been a supervisor for PhDs in social work in Uganda and Rwanda.

Peter Beresford

Peter Beresford OBE is Professor of Citizen Participation at the University of Essex, Co-Chair of Shaping Our Lives, the national disabled people’s and service users’ organization and network and Emeritus Professor of Social Policy at Brunel University London. He is a long term user of mental health services and has a longstanding background of involvement in issues of participation as writer, researcher, activist and teacher. He is a founding member of PowerUs, the European network to advance user involvement in social work education. His latest book is *All Our Welfare: Towards participatory social policy* (Policy Press, 2016).

Gorana Panić

Doctoral student at the University of Jyväskylä (Finland), **Gorana Panić** completed her studies in Social work at the University of Banja Luka, Bosnia and Herzegovina. Her doctoral study - action research, explores experiences of social workers’ trajectories after graduation. She worked as a teaching assistant in Social Work, at the University of Banja Luka (2006-2012). Her main interests are in critical social work, eco-social work, social movements, and critical pedagogy. She is also interested in combining academic research with activism. Recently, as a doctoral student, she became a Board member of the European Social Work Research Association (ESWRA).

Nada Al-Nashif

Nada Al-Nashif is currently Assistant Director-General for Social and Human Sciences at UNESCO. She graduated in Philosophy, Politics and Economics (1987) from Balliol, Oxford University and she has a Master in Public Policy (1991) from the Kennedy School of Government, Harvard University. Prior to joining UNESCO, she served (2007-2014) as Assistant Director-General/Regional Director of the International Labour Organization’s Regional Office for Arab States, based in Beirut, Lebanon. Previously she worked at UNDP, serving in Libya (1992-1995), Lebanon (2000-2004), Iraq (2003) and at Headquarters in New York (1995-2000, 2005-2006). As advisor in several boards, including the Brizeit University in Palestine, she is engaged in harmonising education with the labour market.

MASTER CLASSES

Karen Lyons

“Teaching International Social Work: Motivations and methods”

This session is based on ideas about active learning; congruence between the principles which inform social work and the pedagogy used in social work education; the role of the educator in 'modelling' these values; and the fostering of a learning culture within the class room.

Seeing the students as themselves a learning resource, participants in this master class will be invited to identify their own motivations for engagement with the field of international social work and to share their ideas about what we mean by 'international social work'.

Karen Lyons (PhD, CQSW) is the Emeritus Professor of International Social Work at London Metropolitan University (London, UK). Following employment in school social work she had a long career as a social work educator at University of East London. She was a founding member of the European Centre of Community Education (ECCE) which led to student exchange and intensive programmes as well as bearing courses in international social work at UEL. This experience, together with PhD research in the 1990s into British social work education, resulted in invitations to contribute to development and teaching of social work in several universities in Europe and beyond. Her most recent writing has been on international labour mobility and transnational social work.

Janet Walker

“All the world’s a stage: an “as you like it” approach to learning!

Drawing on practical examples from teaching, particularly at Master level, and of students from different cultural and learning background, this interactive session will explore different pedagogies that support the individual learner development of teaching and learning. Using the imagery created in ‘As You Like It’ (Shakespeare 1599), specifically Act II, Scene VII, The Seven Ages of Man, ‘All the World’s a Stage’ as a structure to guide the session, the class will explore interactive approaches to support the individual, and the group, in their learning journey as parallel concepts.

Janet Walker began her professional life as a ‘Trainee Social Worker’, before qualifying as social worker in 1980. Subsequently she gained substantial practice experience in social work, as a practitioner and manager. This experience has spanned the statutory and voluntary sectors, and has included social work practice, family and therapeutic residential care. She joined the University of Lincoln in 1992 as a Senior Lecturer before being appointed as a Principal Lecturer in 2007. She has experience of working in and research with other European countries in areas related both to teaching and learning and research in social work and application of social work policy into practice. She is a Deputy Head of School and she teaches on a number of Programmes, with a particular focus on research, comparative and international modules.



Frédéric Penaud, Hervé Lefevre and Roland Hairion

“Merging of knowledge and practices”

Fighting extreme poverty and exclusion can only be efficient and produce sustainable results if it is conducted with the complete participation of the people in need. These people have experiential knowledge, not only about themselves and their condition, but also on the world around them that condemns them to this situation of poverty, on how is this world and how should it be to stop excluding the weakest.

The research-action-education through the merging of knowledge and practices allows us to better understand the realities and problems of our society, and creates a co-production of more relevant knowledges.

This master class has been built as an introduction to the merging of knowledge and practices trainings whose main goal is fighting the inefficiency of “external” approaches. It will clarify the means of action necessary to implement these co-training sessions, the pre-conditions that need to be respected and the benefits of such approach.

This intervention is perfectly accurate regarding the debates that are taking place in our society, and echoes the global trend of recognition of civil society as partner to the state and the economic players in the decision-making process.

Frédéric Penaud is manager in the field of general social service and child protection. He is also a researcher and has been a member of the “Merging of Knowledge and Practices” network for many years. He was trained by ATD (Act Together for Dignity) Quart Monde to the facilitation of knowledge merging among poor people, and experienced new forms of management with professionals, by developing methods where professional have a more egalitarian relation with service users.

Hervé Lefevre has been a permanent volunteer at ATD Quart Monde (Act Together for Dignity) since 1987. He is in charge of the “Merging of Knowledge and Practices” workshops and the team that implements it. He has a large experience with people and families living in serious poverty, and also as speaker at the People’s Universities of ATD. He runs trainings for ATD members and professionals. He took part in the experimental programme “Quart Monde-Partenaire” and in the book *Le croisement des pouvoirs*.

Roland Hairion is an activist at ATD Quart Monde.

PARALLEL SESSIONS

Cultural Sensitivity Practice and Research Among Abused Women in Arab Palestinian Society in Israel

The presentation is based on the results of qualitative research that examined the experiences and the coping strategies of abused Palestinian women in Israel and their connection to the socio-cultural and socio-political context. 22 women were interviewed and described their experiences, perceptions, consequences and coping strategies of the violence they had experienced. The main results of the research show, that women experienced all kinds of violence and they prefer to keep the abused as a familial secret. When they are able to share the secret, they prefer to get support from their families (extended family), whereas referral to therapeutic interventions or to the law enforcement officials, is their last choice.

During the presentation we will focus on a cultural sensitive practice model for victims of domestic violence, which takes into account the intra-personal, interpersonal, cultural, and socio-political context of Arab women in Israel.

Author(s):

Haneen Elias
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Key words:

cultural sensitivity
practice
domestic violence
Arab women

Enhancing the relevance of social work research to social work practice

The common elements and factors approach examines the effectiveness of discrete techniques and strategies that are used in many interventional protocols, rather than at the effectiveness of the strict protocols themselves. In my PhD dissertation I use this approach to teach social workers to conceptualize their practice in a clear and explicit way, in order to systematically evaluate their interventions. I ask social workers to set measurable goals together with the service users and to specify the elements they are using in actual practice. In this way I hope to gain important knowledge regarding workers' everyday practice, which will inform the research literature, and no less importantly, workers themselves. Working on this project, I was not surprised to learn that when gains to practice are apparent, closing the gap between research and practice is important not only to researchers but also to practitioners themselves.

Author(s):

Yaron Shapira
Riki Savaya
Bob Shapell
Tel Aviv University (Israel)

Key words:

evidence based practice
practice based research
common elements
derived from the evidence
based literature
social service agencies

The 'Millennium Effect' – social work and its evolution from disconnected schools to a scientific community

This contribution is based on a scientometric database (Perron et al., 2016) and investigates the collaboration networks of the Social Work discipline (N=314.180) between 1990 and 2014 by means of network analysis methods. We aim to analyse structural characteristics of co-authorship networks and how they changed over time. We identified the existence a "Matthew effect" based on three structural characteristics: cumulative advantage, proportional growth of the network and preferential attachment. Since all these effects are given we can conclude that inequality has constantly grown. Furthermore, our analysis shows an evolution of the Social Work community which began during the transition to the new millennium. During that time the scientific collaboration of Social Work scholars increased and a formation from mainly disconnected schools to a collaborating scientific community can be observed in which a Small World effect (Watts & Strogatz, 1998) is evident.

Author(s):

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Key words:

social network analysis
collaboration
scientometrics

Testing "Unplugged" in secondary schools in the UK, an evidence-based European drug addiction prevention program

A school based intervention program Unplugged was piloted in secondary schools in the UK to evaluate the process of the program and to contribute in the reduction of tobacco, alcohol and drug initiation by measuring the impact of mediating factors. Data were collected in 10 schools in three areas before (pretest) and three months after (posttest) the training. Results show that mediating factors like knowledge were significant, but others remained more or less the same. Gender differences indicated that the impact of the intervention seemed higher for girls than for boys. The process evaluation shows that the program can be feasibly implemented in UK schools, however the program should be more adapted to special schools. Evidence is needed to systematically evaluate school-based interventions, although more research on the effectiveness is needed. Social workers and educators need practical methods and scientific research to realize effective preventative approaches and prevention work.

Author(s):

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Key words:

young people
substance use
evidence-based
drug education
process evaluation

Passerelles entre la théorie et la pratique à partir d'une expérience de recherche dans la formation en travail social à l'Université de Barcelone

La communication présentée met l'accent sur la participation des étudiants dans la matière «Recherche appliquée à l'intervention en travail social » de l'Université de Barcelone, dans la recherche sur l'(in)sécurité alimentaire dans la population de Barcelone. C'est une recherche comparative proposée en deux étapes et qui est coordonnée par le CREMIS de Montréal, et qui comprend également des équipes de recherche à Barcelone (Espagne), Mulhouse (France) et Sienna (Italie).

La méthodologie utilisée dans la première phase de l'étude est qualitative et comprend la réalisation de 30 entretiens individuels avec trois groupes de population dans deux quartiers de Barcelone : les personnes âgées, les familles monoparentales et les familles immigrées. Nous avons aussi fait 16 entretiens individuels et 7 de groupe avec des professionnels des services sociaux, des services de santé, des organisations et des militants de différentes initiatives ou des groupes sociaux du troisième

Author(s):

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Key words:

sécurité alimentaire
recherche appliqué
utilité sociale de la
recherche
recherche et formation

Intellectual mediation: inclusion through innovation in education

The law of January 2, 2002 reforming the institutions of social and medical social, associated with the degree reform have changed the architecture of the project in the field of social work.

The teaching methods, educational support and educational content concerning social work, had to be inflected to best meet the requirements of the law and the local community funders of social work education.

The instructional target was to build, if not invented so that students as part of their training takes into account social realities, but mostly they develop their own level of specific expertise inside of the social economy.

Managing the responsibility for the teachings of the project driving and in consultation with the teaching staff, we initiate students to the project methodology throughout the three years of training.

The sequences proposed are intended to bring out the creativity in project.

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Communality teams in the school of social work: a means to increase sense of community

Communality in organizations signifies a network of relations among its members, characterized by mutual experience, common narratives and goals, and a sense of community.

The Communality Team model at the School of Social work was established as part of the school's vision to improve and strengthen the collaboration between the internal communities, and to increase the school's sense of community, cohesion and solidarity.

Two students from the community work discipline (the third academic year of the BA degree) are selected each year to do their practical field training in the communality project, increase the school's sense of community, cohesion and solidarity. The teams employ varied professional and communal tools such as community operation, professional guidance, mediation, and advocacy, and place a special emphasis on reflection processes.

During the ten years of the project's operation, an increase in the sense of community among students and staff is evident.

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Key words:

community
students

Family social support worker as a new profession: challenges and opportunities

As a result of reforms in the Turkish welfare system, a new profession named “social support worker” was created. It represented as a innovatory practice as it is the supply-based practice for clients. According to the practice, workers determine needs of families and individuals and consult them to draw on education, health, social aid etc. without their demands. The project shortly named ASDEP (Family Social Support Project) was initially started in two provinces: Karabük and Kırıkkale in 2012 and found successfully. Different professionals such as social worker, sociologist, family and consumer services worker, psychologist, child development specialist got employed in 2016. All this professionals were named as “social support worker”. The purpose of this paper is to discuss the “Social Support Worker” from the point of both social work profession and education.

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Key words:

social support worker
challenges

Formateurs en travail social : un groupe professionnel nébuleux ?

Pourquoi et comment devient-on formateurs en travail social ? Telle une obsession, cette question guide mes réflexions depuis une quinzaine d’années.

Il y a eu les formatrices en service social pionnières qui ont mis en avant les universitaires pour légitimer la formation, ensuite, il y a eu les formateurs en travail social, dont les parcours pouvaient être schématisés de la manière suivante : ils ont été travailleurs sociaux (assistants sociaux, éducateurs spécialisés, etc.) puis responsables de service et enfin formateurs ; cette dernière fonction étant au sommet de la hiérarchie interne et informelle. Leur légitimité reposait alors sur leur solide expérience professionnelle et sur leurs études complémentaires, notamment universitaires.

Aujourd’hui, quels sont les parcours des formateurs aujourd’hui ? Ont-ils évolué ? Comment sont-ils recrutés ? Sur quoi repose leur légitimité ? Ont-ils des savoirs spécifiques ? Quelles sont leurs activités ?

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Key words:

éthique
formateurs

How teachers reflect the conditions of preparation of social workers at Slovak universities

The paper deals with the working conditions of educators in the field of social work at universities in Slovakia and the impact of selected factors on their job satisfaction. Type and length of the contract, the conditions for further development of the staff created by employing institution and the level of economic evaluation were found to be the most important influential.

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Key words:

teachers
learning process
working conditions
satisfaction

Decision making in legal and sociological perspectives: tools for promoting accountable judgements in child protection and social work

Social workers perform actions and make decisions which intervene in peoples' private lives. This requires their awareness on the unclear zones that exist in the fundamentals for their decisions: these fundamentals always involve some areas of uncertainties which will depend on their discretion.

In a sociological context "mechanisms for responsibility making" describe tools for making accountable decisions (Molander 2013:48). Within law, discretion means to "decide the content and application of a rule onto specific cases".

Our presentation will describe tools available for enhancing the quality and accountability of social workers' actions and decisions from legal and sociological perspectives. We will discuss and clarify which tools are most relevant in situations in which social workers meet unclear frames and dilemmas. Our presentation will conclude on which tools or mechanisms for accountable discretion that are most relevant for social workers' accountable decision making.

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Key words:

child protection
decision making
discretion
accountability
legality

Construction of risks in the Danish child protection system

The purpose of the presentation is to discuss construction of risks in the context of welfare society and concept of normativity. Presentation based on interviews and observations of social workers in Danish municipalities, working with risk assessment. The theoretical framework is concept of national welfare state and critical analysis of it (Lorenz, 2006; Lessenich, 2012).

The main conclusion of the project is, that the definition, extend and grade of risk are often result of personal and societal normative approach.

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Key words:

child protection
risk assessment
welfare society

Humanity in social work and the realities of child protection accountability

There is a tendency in contemporary child and family social work to become synonymous with an authoritarian version of child protection. The paper draws upon an ethnographic study of organisational culture in local authority child protection teams and a specialist court assessment service. An overly pervasive accountability culture encouraged three social defences as a means of managing the anxiety created: upward delegation, checks and counter checks, pre-emptive vindication. The key message for child protection policy and practice is that humanity and accountability in child protection seem dissonant. Rather than arguing against the concept of accountability per se, we argue for better accountability that is consonant with a humane practice.

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New directions and professional positions in preventive social work in child and youth protection

Nearly all municipalities in Denmark focus on strengthening preventive social work in public child care due to extensive legal regulation and incentives to generate new forms of preventive social work. This presentation will focus on the present welfare organization, and whether there is room for a new “Golden Age” for preventive social work. The study discuss new roles for the social worker in the light of new models of preventive social work that have currents of a renaissance of social work values, but also give a radical new perspective on social work. Both trends give room for forming new professional positions in social work.

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Key words:

preventive social work
renaissance of social work
new directions
new positions

The ethical and practical considerations of developing information aimed at improving health outcomes for aboriginal women and infants affected by alcohol and drug use in pregnancy

This presentation will outline key learning's from The Royal Women's Hospital's Koolin Balit project and the ethical issues involved in working with Aboriginal staff and patients in both rural and metropolitan settings. The aims of the project included educating pregnant Aboriginal women and staff who work with them, on the risks associated with alcohol and other drug use, including 'ice' and exploring ways to improve perinatal access to care and information around alcohol and drug use for Aboriginal families. Our investigations suggest that improvements in maternal and infants health outcomes can be achieved if health care providers have an understanding of both drug and alcohol treatment and maternity service systems and pathways of care. Planning, collaboration with support services and resource development with greater consideration of cultural factors can also improve access to treatment, information and support services for Aboriginal mothers and infants.

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Key words:

health
aboriginal
collaboration

Laypersons or professionals? Structures and actors of decision-making models in child protection in four Nordic countries

The Nordic countries Norway, Finland, Denmark and Sweden are often described as having family oriented child protection systems with great focus on early intervention and services to the whole family. Despite the similarities there are differences in the organization of the decision making bodies. The result of this study shows great variation in the appointed actors and also what recent reforms have led to. For instance in Sweden the only country where a committee of politically appointed laypersons still is the one to make decisions about voluntary out of home placements. In the other countries the systems include different actors such as lawyers, social work managers, and other experts with different professional backgrounds. However, one similarity is the core position of social workers in the assessment process manifesting the status of the profession in this respect.

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Key words:
child protection
Nordic countries

Discrepancy of indigenous knowledge and local context in the course content of educating child protection specialists in Armenia

Armenia's 4 universities and 2 branches "produce" social pedagogues with a competency to work with children and families in difficult situations. The article focuses on the analysis of curriculum in the context of global standards of the competency of social worker developed by the IFSW and reveals the deviations. The analysis of taught curricula of each of those universities proves the impact of traditional teaching methods and undigested new knowledge, in particular the idea of "child rights".

Given the unusual approach of innovative interpretation of the balance of "child rights" and "parents' responsibilities" in the context of conservative society, the author analyzed in detail to what extent the training curricula are based on the indigenous knowledge for work with children and families in the local context.

The author makes recommendations on the content of curriculum at bachelor and master levels allowing to consider the competency of specialists in works with children.

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Key words:
child protection
child rights and parent's
responsibilities
traditional society
core competency
indigenous
knowledge
local context

Education for family mediators: experiences from postgraduate social work study in Croatia

Postgraduate social work study in family mediation has been established in 2012 at University of Zagreb, Faculty of Law, Department of Social Work. Program is offering 270 teaching hours (150 theoretical and 120 practical work, seminar and supervision) and 120 ECTS credits. Postgraduate competences and learning outcomes will be presented as well as model of teaching practical skills. Evaluations of postgraduate studies will be discussed concerning the effect on social work practice in general – widening the scope of interventions used in family work and in terms of values focused on empowerment of users and promoting their active role and responsibility for effective family relations and quality of life.

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Key words:

postgraduate study
family mediation
practical skills

The dilemmas of children's well-being issue in the context of social work education in Lithuania

The problem the children's well-being system in Lithuania and the dilemmas that arise during the educational process of social work students will be discussed in this presentation.

The reforms in different areas of child wellbeing, which started after the proclamation of the Independence of Lithuania in 1990, were largely influenced by the Ratification of the United Nations Convention on the Rights of the Child (1995) and by country's membership in the European Union since 2004. In particular, child foster care system has recently been one of the priority areas of Lithuanian Social Policy. However, this process is found to be too inefficient and slow. Statistics shows that in many cases because of the underdeveloped system of family foster care and lack of alternative forms of help in Lithuania, the accommodation of a child in a boarding institution is the first and unique means (which is reflected by being boarding institutions 40% of children).

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Key words:

children's well-being and rights
de-institutionalisation of children boarding institutions
foster care

Social work in the context of armed and political conflict, towards an epistemology of critical peace

A major challenge for Social Work in societies experiencing transition to peace is how to address past violence while building a policy framework that is inclusive and non-sectarian. The shape of social work and social services in post-conflict societies, needs to be explored in conjunction with the broader “social question”. This presentation will draw on examples from Cyprus and Colombia which are currently experiencing the delicate process of negotiating the parameters of a transition to viable peace. The speaker will argue that vital issues relating to the role of social services, particularly in addressing poverty and inequality, the character of the welfare state in general as well as transitional issues on social issues the context of a possible solution, need to be high in the Peace Negotiations agenda. Finally, this paper explores the question of ‘political neutrality’ in environments that are by definition politically charged (such as in the context of armed conflict).

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Key words:

peace
war
conflict
critical social work

A human rights-based approach: migrant child victims of human trafficking for sexual exploitation in Spain

Human trafficking is not something new, but it is true that it is a phenomenon which has changed in the last years. In this research, we focus on a particular type of trafficking: for sexual exploitation. In those cases, women are the most affected. But the use of girls for sexual exploitation is also growing, so what happens with them? We want to make an approach to this cases in Spain’s context, to understand the effect and the significance of the situation those girls are living and look for some suggestions from Social Work to improve detection, identification, assistance and protection to those girls, because they are in a vulnerable situation caused by the conditions of being a woman, a minor, a human’s trafficking victim and an immigrant.

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Key words:

rights-based approach
human trafficking
unaccompanied foreign minors
protection and social assistance

Addressing complexity – introducing intersectionality perspective in social work education

This presentation is based on experience and empirical examples from introducing intersectional perspectives and methods in culturally and ethnically diverse student groups attending the Bachelor Program of Social Work with intercultural and international curricula at NTNU University in Norway. The discussion is related to the context of the Norwegian welfare state, where ethnic minority groups traditionally have been met with “culturalization” of their social problems, and where seeing the clients through an intersectional lens can broaden the perspectives and analyzes: (1)How to teach social work students within a framework of intersectionality, in the context of the possibilities and challenges in diverse student groups? How can intersectional perspective and method help students to see the individual in their context? (2)How intersectional perspectives can be taught to guide the students to reflect upon the challenges related to their future position as professional social workers?

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Key words:

curriculum development
intersectional
perspectives
multicultural student
groups

The seven dimensions of worldview as a model for social work curriculum development

The main purpose of the presentation is to offer a framework for developing worldview perspectives in social work curriculum. The concept 'worldview' includes: religious, spiritual and ideological beliefs and practices. The framework is developed on basis of cross-disciplinary research in which comparative religion studies are connected to social work studies.

Firstly, a research project about ways in which experienced social workers' deal with worldviews is presented. The practitioners were interviewed about worldviews in their daily practice. Secondly, the results are described: a framework of seven dimensions of worldview as relevant to social work education and practice. As a framework, it contributes to curriculum development and to the description of basic worldview competences. Some examples of this approach, as used in social work curriculum are offered. These were developed in courses at Utrecht University of Applied sciences.

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Key words:

worldview competences
profession field of social
work
curriculum development
religion

Curriculum reader project

The Curriculum Reader (CR) project aims are to provide quality training in the Social Work degree and facilitate the coordination of theoretical content between different subjects. Its assessment is not only focused on learning a theoretical basis, but also on the acquisition of the following skills: reading skills of theoretical books; ability to interrelate concepts and theories; and use of the theoretical bases in the interpretation of the complex realities that surround social work.

So far, the implementation of CR has achieved the two overall objectives: including theoretical readings in the curriculum that shall be worked on during the degree of Social Work at the University of Girona, and stating that these readings correspond with relevant authors of each subject. Over the following months particular interest will be put on knowing whether the systems established to work on these readings are enabling students to develop the above mentioned skills.

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Key words:

theoretical training
reading skills
construction of knowledge
interaction

New kid on the block: social work professionalization as a radical systemic change

This paper reports on the five-year-long experience in establishing a graduate social work program at the Free International University of Moldova as the fundamental component of the social work reform in the Republic of Moldova and a model for other post-Soviet countries. The effort to modernize social work in Moldova has met many obstacles, apparent and latent, and this presentation analyzes these challenges as systemic resistance by the institutions and professionals that currently dominate the social services field. Strategies for dealing with these challenges, as they are generalized to the global agenda, are discussed. The curriculum innovation, as a response to systemic challenges and opportunities is also explored. This presentation intends to serve the purpose of expanding the dialogue about social work education reform, professionalization, and legitimization to partners in other countries and devise common approaches and solutions.

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Key words:

reform
curriculum innovation
systemic resistance

U.S. students' admissions & exit narratives: the use of qualitative data for curriculum planning

Social work programs evaluate student progress to assess mastery of academic content. Admissions and exit essays provide valuable data on knowledge, skills, and values that can be analyzed to inform future curricular decisions. This presentation demonstrates the use of narratives obtained at the point of admission and during the last term of social work courses of a bachelor's program to demonstrate student progress and inform faculty for the purpose of curriculum enhancement and revision.

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Key words:

program assessment
student essays
curriculum design

Seeds of hope – a handful of mustard seeds

Kisa's story taught us that beyond the theories that deal with understanding bereavement and treatment techniques, the exclusivity of bereavement therapy hinges on a number of key axes:

- The therapists' encounter with his/her own losses;
- The ability to understand the 'bereavement journey', to share the bereaved person's journey and burden, and to be a witness who echoes his/her pain;
- Spiritual perceptions of ongoing connections and growth from crisis;
- Group containment, which creates a parallel process, echoes and contains the patient's pain.

In accordance with Rubin's two-track model of bereavement, this course follows two parallel axes – the functional axis (theories and therapy techniques) and the axis concerned with relationships with the deceased (in which each therapist has connected to his/her own losses). At the end of the course and personal journey, the participants shared their feelings: "I received a gift, I befriended with death".

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Key words:

loss and bereavement
program building
train therapists

Law in social work: how to improve the legal skills of the social worker- (student)?

After WW II we have been confronted with more social rights, there is legal complexity and consequently the need for social-legal professionals as zone of interference between 'lifeworld' of the clients and 'systemworld' steered by political-legal strategic decisions. In our vision the social worker has a legal responsibility on two levels : horizontally (between social worker and the client) and vertically (organizational level), describing legal responsibility as an appropriate response to the needs of the client within a legal framework and in accordance with the professional social work values. For supporting social workers/students we are developing a tool called "Helder Recht", based on plain language. We are also training social work students in social-legal communication, based on research we have done in a social work practice where social workers have worked together with lawyers, conceptualized as 'legal presence'.

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Social work with groups of youth: a literary review

This article shows results from a Literary Review on Youth Social Work scientific publications- mainly peer reviewed Social Work related journals- with emphasis in Group Work intervention. The study consists in two phases: a quantitative and a qualitative one. In the first phase bibliometric aspects will be analysed taking into account not only the reference system, but the weight of the different search terminology, the quality of the journals, the evolution of the publications, among other parameters. A knowledge map will be formed with the abstract's content as well.

The second part will consist in an analyses of the abstract's contents in order to focus on the main characteristics of the publications: the manner youth is portrayed, the main intervention techniques and the way the Social Work with group standards are presented in the articles.

To conclude, a discussion about the limits of literary review and bibliometric research in Social Work will take place.

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Key words:

group work
youth
research
bibliometrics
literary review

Child and family social workers' competence and expertise in a changing environment

This presentation is related to the work in Child Guidance and Family Counselling (CGFC) through the nature of social workers' special education and the meanings given to it. This reflection provide information on education, competence and work experience. This is a current topic, because the reform of the century in the Finnish social and health care, will challenge the expertise and knowledge in social work. My reflection is theoretically based on relationship-based practice in social work, therapeutically oriented and reflective child and family social work and the literature connected to these subjects.

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Key words:

child and family
expertise
relationship-based
practice
wicked problems

Co-Teaching with Service Users at the Catholic University of Applied Sciences in Berlin

If academic staff in schools of social work shares power with service users by co-teaching they mend the gap between professional knowledge based on academic grounds and expertise based on personal experience. For the time being, however, the power structure of social work education in Germany is stabilizing gaps between actors in social work. This is a contradiction to the paradigm of empowerment and quality standards of social work.

The Catholic University of Applied Sciences in Berlin has started a process of re-distribution of power in 2014. We present the concept of a course about participation in which co-teaching with service users has been successfully implemented. In the presentation we also address several critical remarks as a basis for the discussion like the payment of co-teaching as a part of the university's financing system, the manpower requirement and the relation between scientific knowledge and the knowledge of service users.

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Key words:

involvement of service users in social work education

Service user involvement in Social Work Education: a conceptual review and synthesis of major approaches

Social work and social work education undergo constant development. One of the topics that has gained widespread attention during the last decade is service user involvement (SUI), a series of different approaches that aims to include service users in teaching social work students. This presentation shows that, despite the widespread use of the term SUI, this label includes a variety of approaches with different aims and scopes. After introducing important current SUI approaches, a common framework that delineates the role of individual approaches is developed and suggestions for further SUI projects and research approaches are discussed.

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Key words:

service user involvement

Favoriser l'intervention des personnes en situation de pauvreté dans la formation initiale et continue

Favoriser l'intervention des personnes en situation de pauvreté dans la formation des professionnels de l'intervention sociale constitue l'une des orientations du Plan d'action interministériel en faveur du travail social et du développement social. La mise en pratique de cette orientation soulève des questions éthiques, pratiques, épistémologiques et pédagogiques, et vient interroger le rapport au savoir dans les écoles de formation des travailleurs sociaux.

Plusieurs sites de formation en France ont voulu expérimenter la démarche en formation initiale. A partir de l'expérimentation menée à l'IRTS-LR durant l'année 2016, ainsi que du projet similaire en cours d'élaboration à l'ARIFTS Pays de Loire, la présente communication se propose de répondre à la question suivante: en quoi l'introduction du croisement des savoirs et des pratiques en formation initiale est-il vecteur de transformations pour les acteurs impliqués dans la démarche et pour le centre de formation ?

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Participation des personnes bénéficiaires de l'intervention sociale aux formations en travail social. Récits croisés d'une expérience institutionnelle en cours à l'ARIFTS

La participation des personnes accompagnées à la formation des travailleurs sociaux gagne en intensité. Expérimenté par ATD Quart monde à travers le Croisement des savoirs, le principe de la participation s'est affirmé avec les lois de janvier 2002 et de février 2005 concernant la citoyenneté et la participation à la vie sociale. Initiée dans quelques établissements de formation, souvent de manière confidentielle, la participation des personnes aux formations des futurs travailleurs sociaux est mise en exergue dans le plan d'action gouvernemental en faveur du travail social et du développement social d'octobre 2015.

Le récit de pratique qui fait l'objet de cette communication propose de décrire des étapes récentes de mise en œuvre à l'ARIFTS d'une telle dynamique de participation. Des apports issus de l'expérience mettront en lumière des enjeux vécus de la dynamique institutionnelle caractérisant une avancée relevant d'une intention de changement et d'un retour aux sources.

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Key words:

participation des
personnes
formation en travail social

The refugee 'crisis', welfare nationalism and social justice: Critical perspectives in Social Work Education

The increasing refugee immigration to Europe has influenced almost all European countries including Sweden and Norway. Although the countries have relatively strong welfare states, the neoliberal reorganisation and increasing immigration during 2015-2016 has challenged the welfare states. This presentation critically examines the sociopolitical responses of Sweden and Norway to the increasing immigration and refugees and how it might have influenced social work education and practice. Based on a review of governmental responses to the increasing immigration, we present how the right-based welfare states of Sweden and Norway were tackling the recent refugee 'crisis' and if the new situation has influenced social work education and practice aimed at promoting social justice and social integration. Increasing global social problems with local consequences require new perspectives and competencies of practice, which urge educational institutions to adapt themselves to new the conditions.

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Key words:

refugee 'crisis'
social justice
Scandinavia

Memory, a tool for social workers

The author wishes to explore how memory and its form of communication after traumatic events can be considered a useful tool for social work and social workers. This view of social work is seen as an answer to the needs of society, in the forms of participation, empowerment, recognition, freedom, social justice, even though they diverge from the most commonly known forms of personal care in answer of specific needs. In the past years, the author studied the experience of the association Casa della Memoria (House of Memory) of Brescia born after a terrorist attack in 1974, during "years of Lead" in Italy. The Association is the starting point of several initiatives, focused towards the collaboration with civil society, the development of democratic processes, and the spread of a shared memory. The peculiarity resides in the fact that, even though is born from a mournful event, it succeeds in being exemplary, generative and resilient for citizens, students and entire society.

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Key words:

memory
skills
resilience
trauma
generative

Se former pour la frontière : compétences de travail social pour l'accueil des femmes et des mineurs demandeurs d'asile à risque violence

La création d'un système de réponse coordonnée pour la protection de femmes et jeunes filles à l'intérieur des frontières et dans les régions frontalières ne peut plus aujourd'hui être différée. Pour rendre ces mesures plus efficaces, on devrait sûrement prévoir des canaux légaux d'accès à la protection, notamment pour femmes, enfants et victimes de violence sexuelle et de genre y compris le rattachement familial. Il faudrait, aussi, considérer les réfugiés aux besoins spécifiques comme étant prioritaires dans les opportunités de réinsertion et d'installation. Mais surtout, il faut une prise de conscience de la part des opérateurs sur le terrain quant aux risques inhérents aux procédures d'accueil standardisées ; ça demande une formation spécifique du personnel de manière à pouvoir réaliser des procédures spécifiques pour prévenir, identifier et répondre à la violence sexuelle et de genre, donc pour faire face de manière adéquate à cette "urgence dans l'urgence".

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Values and ethical considerations in social work practice with refugees: reflections from Calais, Tal Aabbas and Nakivale refugee camps

The study is focused on exploring the challenges of professionals and their ethical dilemmas while working with refugees, moreover, identifies resources and strengths which are supporting their practice. The data was collected in Calais 'The jungle' refugee camp in France through participatory observations, in-depth interviews and narratives which were held both with practitioners and refugees. In the same manner, the study will continue in the following months in Halba refugee camp Lebanon and Nakiavle refugee camp in Uganda. Beside presenting the context of the camps and the experiences of professionals, the findings so far, emphasis the use of non-oppressive practice, cultural sensitivity and promotion of dignity, the importance of supervision, emotional support, reflections and personal strengths. It is essential to acknowledge these factors which influence social work practice and consolidate the core of the profession in terms of ethics.

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Key words:

social work practice
ethical dilemmas
refugees
values
strengths and resources

Social workers: A new precariat? Social Work labour conditions of mental health social workers working in the non for profit sector in Greece

This presentation discusses mental health social workers working in the non-profit sector in Greece as part of the new precariat. It argues that precarity has become a permanent feature for social workers in the non-profit sector in Greece due to the impact of social spending cuts situated within a context of neoliberal transformations.

Furthermore, this presentation elaborates on the concept of shared austerity reality developed by the main presenter (Pentaraki, 2016) to discuss how neoliberal transformations with its resultant austerity measures and social spending cuts impact not only the service users but also social workers leading to a shared austerity reality. The mental health non-profit service providing sector creates opportunities to clarify both the shared austerity reality along with the issues of precarity that social workers face.

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Key words:

precariat
Greece
shared austerity reality

Social work in Greece in the time of austerity: challenges and prospects for professionals and education

The aim of this article is to critically assess the impact of austerity on social work in Greece and the main challenges that both professionals and education face today. Within this context, this article argues that scarce resources and staff shortages have put social workers under extreme pressure and have limited their ability to respond to increased social needs. At a time when the individualized model that has prevailed in social work practices for decades seems to have reached its limits, a dialogue concerning the adoption of more progressive approaches such as radical social work and collective practices drawn from community work, has already emerged in Greece and in other countries where professionals and society are facing similar challenges and problems incurred by neo-liberalism. The paper aims to participate in this dialogue by critically assess the progress thus far.

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Key words:

Greece
austerity
radical social work

Rethinking Social Work intervention in times of financial and economic crisis in Portugal

This communication aims to contextualize the transformations of social policy in the context of economic and financial crisis in Portugal. We analyze the social emergency programme, which replaced the national plan of action for inclusion, and the evolution of the implementation of the national network of long-term care. We reflect on the mutations of social policy and the social work, highlighting the negative aspects to the professionals. To achieve the goals we opted for the analysis of these programs, including bibliography, statistic data and studies carried out in recent years on this issue.

In a context of financial cuts in policies and guidelines for the emergency, social work is challenged to rethink as a sociopolitical profession, having as reference the temporality of the intervention, the allocation of resources and the professional's training. It is essential to the development strategic of actions driven by critical dimensions rights and social justice.

Author(s):

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Key words:

social policies
financial crisis
emergency
long-term care

Progress and challenges of social work education in post-Soviet republics: case of Azerbaijan

The study from Azerbaijan explored achievements and issues in social work education of the country. Like many Former-Soviet Union (fSU) republics, social work education in Azerbaijan established after 2005 and currently there are eight universities that have social work education programs. Despite a high number of graduates from these programs country tremendously lacks social workers in the field. Thus with financial support from the Ministry of Education, Azerbaijan Social Work Public Union studied this paradox. Data were collected via focus groups and in-depth interviews from 60 participants from government and non-government agencies, universities, social work students and alumni. Data analyzed in TAMSAAnalyzer and themes such as the wrong image of social work, lack of resources, teachers and quality standards in social work, random selection of social work education by students emerged. The study aims to the gap in the literature on social work education.

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Key words:

post-Soviet
Caucasus
quality
social work degree
graduate programs

Placements and identity: using the triad of understanding to aid mutual understanding

A discussion outlining the development of a toolkit for use on placements. The presentation is concerned with curriculum development and addresses the challenges presented to students and placement settings where differences are either not valued or misunderstood.

A model of mutual understanding (the Triad of Understanding) was developed as a result of findings from participatory research with service users with Asperger's syndrome in a previous research study. The presentation will discuss the application of research involving service users to social work education. The tool kit being used on placements has been devised in 2016 and this is the first time that the Triad of Understanding has been used as a basis for a toolkit to be used in social work education.

Author(s):

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Key words:

placements
mutual understanding
participatory research

Learning Resilience in Social Work Practice

An evaluation of the outcomes of an action research project with a group of social workers in the practice context of a Statutory Adult Social Care Department in London. It will examine methods and techniques of group learning to support practitioners to critically reflect and engage with the affective aspects of their practice in order to enhance their occupational resilience and develop their emotional intelligence.

Author(s):

Greg Ryan
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Key words:

resilience
emotional intelligence
peer learning
image work
mediated dialogue

A way through the woods: the mapping of learning in the practice setting

As a social work Educator in practice and in the classroom setting I have been struck by the reaction I receive from students when I have asked them to articulate learning from their practice. The reaction is often one of bewilderment. They struggle with the connection between theory and practice and become involved with the 'doing' and 'producing' on placement and often see this as an end in itself. This presents difficulties for ongoing teaching and learning and can preclude critical reflection.

This paper seeks to demonstrate how the introduction of a learning template has enabled students to locate their learning within their practice and has also provided a means of assessing learning.

Author(s):

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Key words:

articulation of learning

How do Newly Qualified Social Workers (NQSWS) describe the emotional aspects of their transition to the workplace, and what factors and processes influence their experience?

This doctoral research explores how NQSWS describe the emotional experience of their transition from the completion of a qualifying social work programme to their first professional role in the workplace. The research is examining what factors influence this process of transition and the interactions between the NQSW's internal psychological processes (cognitive and affective) and their external environment (social). The research participants are drawn from the UK and Canada.

The research findings aim to address some of the shortfalls in the current literature on the transition of social work graduates into the workplace and more importantly inform (a) universities about how to better prepare students and (b) employers about how to support staff on their entry to the workplace given the higher rates of 'burnout' and stress experienced by early career social work practitioners compared to other helping professions in the UK.

Progress and preliminary findings will be reported.

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Key words:

workplace preparedness
social work pedagogies

Formation en éducation sociale: de l'organisation des programmes au stage supervisé

La diversité culturelle et la complexité du monde contemporain stimulent de nouvelles exigences éducatives, exigeant que les instances de formation préparent leurs éducateurs sociaux à répondre aux nouvelles réalités des communautés. En effet, exige de chaque enseignant et des professionnels, la participation active et responsable dans la construction et la production de nouvelles façons d'agir et de penser, non seulement la réalité sociale, mais aussi la profession. Cela signifie être en mesure de construire des connaissances professionnelles pratiques dans l'action, par l'action et pour l'action impliquant les capacités de réflexion, incitant les connaissances et attitudes qui fécondent l'action et qui suppriment, ainsi, le caractère d'un simple activisme. Il s'agit donc d'un défi très complexe aussi compliqué qu'attrayant. Cette communication a ainsi pour objectif de présenter le cursus de formation en éducation sociale, proposé par l'École Supérieure d'Éducation de Bragança.

Author(s):

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Key words:

formation
stage
supervision

Les formations sociales à l'ère du numérique

L'IRTS Aquitaine s'est engagé à développer depuis deux ans une plateforme de formation à distance. Cette intervention évoquera la constitution d'un groupe projet constitué de 12 personnes; (formateurs, deux techniciens informatique/multimédia et d'une documentaliste), des premiers modules de formation mis en ligne en septembre dernier, des réactions des apprenants, des interrogations de certains cadres pédagogiques.

Cette intervention ne se veut pas théorique mais tentera de faire émerger les "verrous" (D. Paquelin) que nous devons débloquent pour développer et généraliser ce type de projet.

Author(s):

Yves Meunier
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Challenging boundaries through online social work education

Social work education faces challenges in the current political and economic climate of reduced resources and increased student burden. Online education has emerged as one viable mode of professional education that addresses these concerns. This presentation discusses asynchronous (completely web-based) online learning, using specific examples from a course in child welfare policy and practice. I illustrate how online methods challenge traditional boundaries and connect to social work values in three specific ways. First, the course expands access for diverse populations, consistent with the goal of social justice. Second, the course equalizes voices in the classroom, reflecting the value of empowerment. Third, the course keeps knowledge dynamic, reflecting the value of using the best available evidence in practice. Online technology offers important advantages for social work educators to prepare the future workforce in ways consistent with social work values and goals.

Author(s):

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Key words:

innovation
online learning

Monitoring students during traineeship: the role of ITC

In the present contribution, we will describe design, actualization and impact of a novel kind of experimental tutoring, introduced in the context of the mandatory student traineeship scheduled at the end of the Bachelor in Social Work at the University of Turin (Italy). Since 2015, we launched an experimental approach, characterized by the wide use of innovative ICT-derived tools to support and monitor our students during their professional training path. In particular, we largely employ the Moodle (Modular Object-Oriented Dynamic Learning Environment) platform, an opensource virtual environment, allowing to manage on-line interactive courses.

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Pratiques pédagogiques numériques et FOAD dans les formations en travail social

La révolution numérique bouleverse notre société en général et la pédagogie en particulier. Dans ce contexte de mutation socio-culturelle, les formations en travail social traversent une véritable révolution du rapport au savoir.

*Une question majeure et incontournable se pose aux équipes pédagogiques de l'IRTS Hauts-de-France : Comment capter l'attention et mobiliser l'intérêt des apprenants ?

L'IRTS Hauts-de-France fait le pari que les pratiques pédagogiques numériques peuvent faciliter les apprentissages et rendre les apprenants curieux et acteurs. Nous avons choisi le modèle hybride de la FOAD (Formation Ouverte et A Distance) afin de conjuguer des temps d'apprentissage présentiels et distanciels.

Ce contexte numérique doit permettre au réseau national des établissements de formation en travail social d'envisager une mutualisation à grande échelle nationale.

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Key words:

FOAD
e-learning
pédagogie
numérique

Une nouvelle offre de formation répondant aux besoins du secteur et s'adaptant à ses contraintes : la FOAD pour les fonctions de coordinateur

La communication, fondée sur une recherche de doctorat en sociologie, vise à démontrer comment la connaissance fine des réalités et enjeux du secteur social et médico-social (terrains et organismes de formation) peut soutenir l'adaptation de l'offre de formation. Elle a pour objectif de dépasser une vision déterministe des mouvements du secteur social et médico-social, et permettra de présenter la façon dont les établissements de formation peuvent se saisir de ces enjeux pour développer de nouvelles offres et modalités de formation.

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Key words:

coordinateur
FOAD
numérique

The ethical content of social work. Teaching Swedish social work students handling dilemmas

At the education program in social work at Stockholm University, ethical dilemmas are analyzed in the social law course in the end of the first year and in the third year of studying, when students relate to an ethical dilemma in their fieldwork practice. There are multiple problems when teaching ethical standards. Many Swedish social work students don't have the preconceptions to deal with an area of knowledge where there are choices, not answers. Since students often requests "the correct answer" when they analyze an ethical dilemma it's a challenge to clarify the absence of "cookbook solutions". One unwieldy side effect of the students focusing on managing their degree, so called back-wash, seems to be that they may not focus on broadening their self-reflective perception. Also ethical dilemmas relating to perspectives in the multicultural society, for example touching religious norms, often are affected by the students' pursuit to be politically correct.

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Key words:

ethical dilemmas

Ethical decision-making: how to deal with intuitive knowledge under the focus of self-determination?

Ethical decision-making: How to deal with intuitive knowledge under the focus of self-determination? The case of the KESB/Switzerland
The aim of this presentation is to provide an insight into a research project focusing on the elderly and their self-determination. As a prerequisite for decision-making, self-determination is presented as a threshold value (baseline value) and, on the other hand shall be discussed, why professional intuition is indispensable for careful decision-making. Consequently, it is assumed that decisions are not made solely on the basis of legal, economic, professional and ethical considerations. They merely limit the margin of discretion enjoyed by every professional. Beside the choice of an option and the decision also judging is involved, which can only be achieved with the help of reflective considerations. Therefore, the professional intuition as defined by practical reason a considerable influence on the decisions to be made.

Author(s):

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Key words:

intuitive knowledge
self-determination

Teaching ethics along the notion of moral responsibility

The presentation refers to a proven and tested course of ethics teaching and recommends teaching ethics along the moral concept of responsibility. The commonplace concept of responsibility is well known to students. Hence, referring to the students' expectations of discernment and accountability is a promising way of introducing ethics to them. Learning more about the implicit elements and structures of responsibility immediately refers to clarifying the students' intuitions. Throughout the course process students are thus in the position to directly connect their self-assessments with different aspects of ethical decision-making. The moral notion of responsibility thus offers a structured examination and critical reflection on the normative dimensions of professional social work. Hereby it not only covers reference to values, virtues, principles, rules and norms. It also allows a structured reflection on relevant obstacles in the decision-making process.

Author(s):

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Key words:

teaching ethics
ethical decision making

Promoting ethical awareness. Models and methods

Ethics in social work is a topic of growing value: the political and economic crises, the impact of technologies, the persistence of inequality, poverty and war pose ethical dilemmas which defy the trustworthiness and expertise of social workers.

The aim of my talk is not to justify the importance of ethics education in social work. It is to attempt to respond the following questions: 1) what skills do students need to become ethically skillful social workers? And 2) What models and methods should be used to teach ethics?

Author(s):

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Key words:

ethical awareness

Ethical activism: Hannah Arendt and Gayatri Spivak on the necessity of an ethical imagination

In her writings Hannah Arendt pleads for an “enlarged thinking” which she describes as the ability to occupy diverse viewpoints, to understand the variety of angles from which an issue can be comprehended.

Along similar lines, the postcolonial theorist Gayatri Spivak calls for an “ethical imagination” that prepares the mind to deal with complex ethical and political dilemmas. This entails the ability to practice counter-intuitive thinking by resisting the impulse to focus on the already known. “The world,” according to Spivak, “needs an epistemological change that will rearrange desires”.

In my presentation, I will outline the differences and similarities between the two approaches and show how social work education can profit from a consideration of these strategies.

Author(s):

María do Mar Castro
Varela

Key words:

ethical imagination
postcolonial perspectives
Arendt
Spivak

Using reflexivity and dialogical self in empowerment: new possibility to overcome ethical issues?

This paper aims to explore the ways to integrate reflexive thinking and dialogical self-theory (Hermans, 2001) in empowerment process to achieve good practice and also accomplish ethical issues in professional relation.

Reflexive thinking is an effective tool to use in empowerment which leads to question and also change power relations in one's and the other's lives. Thus empowerment of service user should be regarded as self-empowerment process of social workers which requires exploration of oppressive relations as well as self-capabilities and inner power. Realization of own weakness, confronting submissive and oppressive behaviours, challenging internalized inequalities and also developing capacity of change of self and the service user are optimized with reflexive thinking. Clashing of the constituted hierarchy between social worker and service user is challenged by diminishing powerful emancipator and powerless victim dichotomy in a deeper look to the power issue.

Author(s):

Aslihan Burcu Öztürk
(Turkey)

Key words:

reflexivity
empowerment
dialogical self
ethical issues

Shaping the future... with a moral compass!

It is time for a great transformation. Globalization, the impact of climate change, new technologies, the current influx of refugees have an important impact of our society. Virtues and norms, which are common, are changing. The diversity needs agreements about what is common in our society. This world transition requires professionals who are able to be critical, e.g. with new technical developments, and the impact for the society. The Saxion University of Applied Sciences in the Netherlands wants their students to develop a moral compass during their studies. They are a lot of different ethics theories. But the question is, which ethic theory is practical and concrete enough for students and the actual global challenges? In this presentation we will give an example, how students from different fields of studies (not just social workers), from different cultures and religions can develop a moral compass, so that they are able to detect the ethical aspects of new situations and to develop themselves as good practitioners.

Author(s):

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Key words:

morality

Psychological basic needs as key to understand students “as well as clients” motivation and behavior

This presentation will bring to mind two empirical based theories of psychological basic needs and compare those regarding similarities and differences. The Self-Determination Theory of Deci Ryan (2000) as a macro theory of motivation explains why people (students, clients, social workers, and teachers) are more or less motivated to engage. The Theory of Consistency of Grawe (2004) focusses on psychological basic needs related to the questions why people develop mental diseases and how counseling and therapy can help them with an integrative approach.

The purpose of these considerations is to discuss how we as teachers can exemplify to the students in a theoretical-grounded manner that effective learning and desirable development depend on the explicit consideration of psychological basic needs.

Author(s):

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Key words:

psychology
basic needs

Education for practical reasoning in a “hyper information” and “hyper individualized” age

Social work educators today practise in an age described as the ‘most intensely stimulating period in history’ with students having seemingly unlimited choices in access to information via iPhones, YouTube, and hundreds of online channels. Access to many ideas and experiences does have its burdens, and has not (yet) given rise to clarity in curriculum or shared understanding on the matter of the social work role (Sheldon & MacDonald 2009). This presentation is concerned with how social work educators can help students gain clarity about purpose in the social work role, and develop reasoning skills that can defend common human wellbeing in varied contexts. To this end, the presentation gives an overview of learning activities in a unit developed by the author for an Australian social work student cohort based on Flyvbjerg’s (2001) phonetic social science approach.

Author(s):

Susan Evans
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Key words:

ethics
social work curriculum

Fundamentalist Social Work

While much Social Work policy offers a bland culturally relativist discourse of ‘spiritual diversity’, a clear and present danger lies in the development of forms of religious fundamentalist Social Work. This has gained ascendancy as neoliberal austerity regimes continue to make deep inroads into the State social work across Europe. Welfare retrenchment results in the state abandoning duties toward specific categories of citizens (the poor, long term unemployed, refugees and migrants) and fundamentalist groups have adeptly occupied this terrain, often with the collusion or even encouragement of the state. Islamist fundamentalism in particular, represents an attack on the rights of women and LGBT communities in particular, yet is usually only attacked from the xenophobic nationalist Right. It is essential for Social Work as a profession to stand up to all of these forms of reactionary politics in the name of a radical vision of human rights and equality.

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Kingdom)*

Commitment in global change as a core competence of social workers?

This presentation opens a discussion on the normative and ethical viewpoint that social workers engage in Global Change as being part of a human rights profession. Karel-de-Grote University college, Antwerp, Belgium has a course 'Global Challenges', for all third-year students. Based on this experience we will elaborate on what role each single Social Worker 'has to play' (or is 'could play' enough?) in Global Change, in Globalizing Solidarity, in Climate Justice and in advocacy for future generations. Can we get a common ground to expect Social Work students to commit to a certain 'political' direction of Global Change?

Author(s):

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Key words:

global change
climate justice
normative and ethical
viewpoint
economic growth
human rights

Social workers engagement with clients information using social media in England

Social media as a modern day technology and form of communication has continued to challenge social work professionals in both their personal lives and professional roles (Reamer, 2013). Children and young people social work professionals in England have continued to face challenges in terms of their engagement with clients' information using social media, while being governed by the legislative framework and its policies. While social workers use of social media seems to be a straightforward subject, they have continued to face many ethical challenges created by the existing legislative framework and policies related to handling of clients' information—with the main legislations being The Data Protection Act (1998 and 2003) and The Human Rights Act (1989). As a result, social workers have to critically explore and expound both reflectively and reflexively ways the emerging challenges in relation to their professional/personal boundaries, privacy, confidentiality and care/control.

Author(s):

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Key words:

confidentiality
privacy
social media
child and family

Educating the social worker as an ethical agent

In the Netherlands research was conducted into the ethical aspects of social work at home. The main result was the development of an integral model of the social worker as an ethical agent. The approach of the research was based mainly on so-called 'best practice units', in which the participating professionals were explicitly positioned as reflective and inquisitive practitioners who actively investigate their own practices. Participants in the study, all experienced social workers at home, reported an increase of ethical sensitivity, ethical reflexivity and ethical quality in their professional performance. This outcome is highly relevant for the ethical education of social workers. During the presentation Nora el Abdouni, Dutch social worker of the year 2015 and participant in the research, and Ed de Jonge, project leader of the research, will share and discuss their experiences with the audience.

Author(s):

Ed de Jonge
Utrecht University of Applied Sciences (The Netherlands)
Nora el Abdouni
Pretty Woman (The Netherlands)

Key words:

ethical agency
teaching ethics
practice based research

Pour une approche sensible de la question éthique dans la formation des travailleurs sociaux

Formatrice à l'IRTS de Montpellier auprès d'ES et d'ASS en formation initiale, je voudrais ici présenter et argumenter le dispositif que j'ai composé en première année pour permettre à tous les travailleurs sociaux de se confronter aux questions d'éthique.

Mon hypothèse est que la question éthique renvoie chacun à son univers de valeurs et que celui-ci s'élabore avant tout dans son milieu d'origine et à partir de sa propre sensibilité. Entrer dans la formation à l'éthique par un travail sur la sensibilité permet alors de questionner chacun sur ses idées, ses ressentis, ses repères élaborés, ses évidences, ses valeurs, ses idéaux, ses représentations de l'autre et de la rencontre.

Un travail sur le repérage précis et aiguisé de nos perceptions et de nos ressentis me paraît donc une entrée originale et importante pour ouvrir les questions éthiques dans le cadre d'une formation en travail social durable.

Author(s):

Patricia Vallet
IRTS Montpellier (France)

Key words:

éthique
approche sensible

La conscience intime : un dilemme éthique

Quelle place donner dans la formation des travailleurs sociaux à l'accompagnement des personnes en situation de handicap ou d'exclusion, dans leur vie éthique ? Comment accompagner des personnes quand la relation d'aide touche à l'intime de la conscience ? Autrement dit comment respecter et favoriser la vie éthique des personnes accompagnées ? En effet si la question éthique est posée de façon soutenue par et pour les professionnels, qu'en est-il de la place donnée à la vie éthique des personnes accompagnées ?

Author(s):

Evelyne Hivar
IRTESS (France)

Key words:

éthique
conscience intime
déontologie

Sustainable Social Work to counter terrorist attacks

We start off with the terrorist attacks on Paris (November 2015) and on Brussels (March 2016), which shook the world to its core. It was discovered that some of the terrorists originated from Molenbeek, a suburb in Brussels (Belgium).

Molenbeek is a kind of ghetto in Brussels, where many people of Moroccan and Arabic origin are required to share a very small territory. Illiteracy, unemployment and old, run-down houses are more common in Molenbeek than in the rest of Belgium. We think this greatly attributes to Molenbeek being a breeding ground for 'terrorists'.

Too often social work in Europe will hold an individual exclusively responsible for their own problems, without considering a more collectivistic perspective. The dominant Western view tends to focus too much on Islamic 'culture' and neglects the material conditions in which people live. People who feel valued within their neighbourhood will be much less prone to cutting ties with and rebel against society.

Author(s):

Aleidis Devillé
Thomas More (Belgium)

Key words:

ghetto
terrorists
European IS fighters
migration
discrimination
sustainability
social exclusion

Le travail social engagé et militant en Espagne à titre de garantie des droits sociaux de la citoyenneté

La crise en Espagne (2008) et les politiques d'austérité du gouvernement ont eu un impact très fort dans la population, dont presque 30% condamnés à la pauvreté et l'exclusion sociale.

Si bien les services sociaux sont un système public essentiel pour la lutte contre la pauvreté, ceux-ci sont débordés par l'augmentation de la demande et malgré cela ils ont subi des coupes budgétaires et une modification des normes d'accès.

Les travailleurs sociaux, professionnels de référence de ce système, ont également subi des coupures. Cependant, ils ont canalisé leur indignation à travers leurs organisations professionnelles. Ils ont pu faire pression pour défendre les droits et la dignité des personnes avec qui ils travaillent, en leur procurant participation et accompagnement pour obtenir leurs droits sociaux. Nous soutenons que le travail social en Espagne est devenu militant. Il a mis au centre de son action, l'éthique comme une garantie des droits de la citoyenneté.

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Key words:

travailleur social
engagement militant
éthique
droits sociaux

La qualité dans les EFTS : pour un compromis de régulations

Les établissements de formation en travail social (EFTS), ne disposant pas de label ou de certification ont pour enjeu de se mettre en conformité au 1 janvier 2017. Ce cadre réglementaire témoigne que les EFTS ne sont plus la projection de légitimités extérieures permises par de tacites reconductions. Cependant, ceux-ci ont le choix de l'organisme labellisateur ou certificateur.

Nous observons deux logiques antagonistes : une première qualifiée de descendante (régulation de contrôle) et une deuxième identifiée ascendante (régulation autonome) (Reynaud, 1997). Le risque pour les EFTS étant de ne rechercher que la conformité et se soumettre ainsi qu'à une régulation de contrôle.

Un des enjeux actuels des EFTS est l'implication et la participation des parties prenantes aux temps pédagogiques (étudiants et stagiaires, professionnels et personnes accueillies..) pour adapter aux mieux les réponses formatives aux besoins et aux attentes de ces derniers.

Author(s):

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Key words:

evidence based practice
practice based research
common elements
derived from the evidence
based literature
social service agencies

Evaluation of a first year BSW program incorporating macro-focused field training and service learning into the curriculum

This study examined the outcomes of an innovative first-year program that incorporated both macro-focused field training and service learning into the curriculum. The findings among 56 students show that even though they ascribed greater importance to social work values at the end of the school year than they had at the beginning, their interest and perceived competence in both micro- and macro- practice decreased. So did their estimation of the congruence between social work and social action. The decline in their estimation of the congruence and in their perceived competence to engage in macro-level practice emerged as significant predictors of the students' interest in engaging in macro-level practice. Implications for social work education will be discussed.

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Key words:

macro-focused fieldwork
service learning

Professional standards as a new challenge for social work education in Russia

Nowadays in Russia there are major changes in professional employment regulation as the old unified rating system is incrementally replaced by the Professional Standards. These changes are directed to preserving workforce capacity and increasing the occupational prestige of professions in the public sector, which is extremely important for the promotion of social work in Russia. The issue today is coordinating Professional Standards with educational programmes, which have their own standards. The problems and perspectives of coordinating Professional and Educational Standards will be discussed in the presentation using examples of curriculum changes to the educational programme of Social Work at St. Petersburg State University.

Author(s):

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Key words:

social work education in Russia
professional standards

Quality management systems in higher education - what impact has in social work courses?

The objective of this abstract to present the recent challenges faced by social work education in Portugal, giving special focus to the results of external assessment 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.

We performed an analysis of the Commission's Reports of External Assessment and the results show that social work graduate programs have critical gaps.

Discussion: By examining the nature of Portuguese social work education as 'unregulated field', is asked if the lack of national Standards for Accreditation had contributed to the weaknesses detected by the agency. It is argued that Standards are essential tools because they are normative and support quality assurance.

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Key words:

quality assurance
assessment
accreditation

Evaluating social work education: thoughts and themes

This paper will provide a brief overview of the author's experience over the course of a number of evaluation exercises focusing on aspects of social work education and qualifying programmes. This work has included several distinct projects focusing on 'fast track' initiatives and the early career experiences of those engaging in these; and has also involved substantial experience in delivering and 'self-evaluating' an inter-professional learning initiative. All of these programmes have been based in England, and they have been funded from a number of different sources; their common focus has been on the task of understanding what contributes to a positive learning experience for those preparing for professional practice, specifically in the field of social work. I aim to use this opportunity to reflect on two key questions:

1. What are the attributes of a robust, credible and effective evaluation of social work qualifying programmes?
2. What are the emerging messages for educators?

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Intercontinental capacity building and evaluation

This presentation will focus upon the experience of a team of external evaluators of a large scale, bi-national partnership in social work education as well as presenting some preliminary findings and emerging best practices of the China/USA Social Work Education Collaborative.

The purpose of the External Evaluation is to analyse the impacts, challenges and lessons learned from this initiative, and to document the best practices and provide guidelines for similar collaborations in the future. In order to achieve this purpose, the External Evaluation focuses on understanding the individual partnership arrangements and development of collaboration activities, cross-partnership and individual partnership themes of engagement, obstacles and achievements, and emerging best practices in collaboration in these partnerships, with potential implications across China, the United States and internationally.

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Key words:
evaluation
research
intercontinental

Perception of social support from the perspective of juvenile offenders

When it comes to juvenile offenders, social support of families, other people of great importance, pro social peers and experts can have a strong and important impact in the process of their socialization and assistance in adapting their behavior.

For the purpose of this paper, qualitative research was conducted with juvenile offenders sentenced to correctional measures, with the aim of gaining insight to their perception of social support. Semi-structured interviews were used, designed for the purpose of this research and conducted with eight participants. Qualitative data analysis was applied on the collected data. Results of this study suggest the need for higher quality of social support being provided to juvenile offenders, greater involvement by experts and systematic provision of various forms of social support by to juvenile offenders by both professional workers and other important people in juvenile's environment.

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Key words:

social support
juvenile offenders
correctional measures

La formation au Diplôme d'Ingénierie Sociale (DEIS) : quels experts du social voulons-nous pour demain ?

La formation au diplôme d'ingénierie sociale (DEIS) forme des cadres spécialisés dans l'analyse, le développement et la mise en œuvre des politiques sociales. La formation vise à développer des compétences en expertise sociale, conseil, développement et conduite d'action, ainsi qu'en évaluation, relativement à la mise en œuvre de ces politiques et aux enjeux de cohésion sociale et de réponse aux besoins des usagers qu'elles portent, dans un contexte de transformation sociale et de complexité croissante des dispositifs (cf. circulaire DGAS/SD4A no 2006-379 du 1er septembre 2006 relative aux modalités de la formation préparatoire et d'obtention du diplôme d'Etat d'ingénierie sociale).

Le DEIS apparaît en tension sur plusieurs plans. D'une part, une tension entre milieu académique et milieu professionnel, avec le couplage du diplôme d'Etat et du Master universitaire. D'autre part, les fonctions du cadre spécialisé en ingénierie sociale sont caractérisées comme « à l'intersection des domaines politiques et techniques » (Cf. circulaire), à l'interface entre indépendance et subordination, entre savoir et expertise, entre institutions et destinataires des politiques sociales (Dubéchet et Rivard, 2010).

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Teaching social welfare and social work history for undergraduates: implications for social work education

A well-established claim suggests that future social work professionals should understand how the ideas of helping and social work once emerged, and how social work models, practices and motives evolved and changed over time. Officially established in 1958, social work in Bosnia and Herzegovina has a relatively long and rich history. However, a review of programs across the country shows that the history of social welfare, including social work, is not (adequately) represented in the curricula. This paper will focus, therefore, on the experience of developing and implementing a history curriculum for social work students at the undergraduate level in the Social Work Department at the Faculty of Political Sciences in Sarajevo. The curriculum was introduced in academic year 2015/2016. Featured in the presentation will be the curriculum design, as well as specific contextual knowledge-transfer elements built into the outcomes and evaluation schema.

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Key words:
history
curriculum development

Histoire du service social: recherche et enseignement

Cette contribution entend présenter les résultats d'une recherche qui vise à étudier, dans la formation universitaire italienne des assistants sociaux, le poids de l'enseignement de l'histoire du service social les questions abordées et les méthodes d'enseignement utilisées, dans une comparaison avec les programmes des centres de formation français.

En France, dans le plus large endroit du Travail social, plusieurs organismes ont déclenché cet intérêt, avec des colloques et des recherches qui ont conduits à des œuvres très intéressantes. En Italie, en 1991, est née la Société pour l'Histoire du Service social qui a beaucoup travaillé, avec le bout de promouvoir l'analyse historique de l'évolution du service social italien dans le cadre du développement social du pays.

A partir des résultats des recherches, l'enseignement de l'histoire du service social peut se constituer comme l'occasion de lancer des processus de construction de l'identité professionnelle plus conscients.

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Key words:
histoire du service social
identité professionnelle
recherche
enseignement

The general view of postgraduate social work education in Turkey

Social work education in Turkey began at undergraduate level in 1961 and at postgraduate level in 1967. Just as in undergraduate education, postgraduate social work education could not become widespread for a long time. Postgraduate education, which was given only by Hacettepe University until 2010, has started to increase along with postgraduate programs opened by other universities from this year forth. As of the year of 2015, there are social work postgraduate programs in 14 departments and doctoral programs in 7 departments. There are 678 students registered for postgraduate programs and 112 students registered for doctoral programs. There is a need for the increase of these numbers. It is remarkable that the research topics in the theses prepared in postgraduate programs center upon such fields as poverty, family and child, disability, elderliness and medical social service, and researches carried out in these areas remain mostly at descriptive level. Although the qualitative research method began to be used in postgraduate theses at the beginning of 2000s, the quantitative research method still preserves its dominant characteristic.

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Key words:

postgraduate social work
education

Hello from the other side: or how challenging the way of teaching history by including victims perspective

This abstract deals with a pilot experience implemented in the subject "Social Services: evolution and structure" taught in Spain in which gender perspective and human rights approach are particularly present.

For that purpose some key elements are necessary

1. A good framework providing a proper analysis of poverty from a diachronic perspective: (for this purpose the report from the UN special rapporteur on extreme poverty and human rights on criminalization of people living in poverty is used.
- 2: A good tool for analysing social policies from the users' perspective. This point has to do with the implementation of gender perspective and human rights approach as key tools that make possible to challenge the way social policies are conceived
3. A change in the way of teaching, intervening, legislating by including a variety of perspectives

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Key words:

rights
challenge
policy

L'apport de l'histoire aux formations en travail social

L'histoire n'a guère de place dans les cursus de formation des travailleurs sociaux. Par exemple, pour les éducateurs spécialisés, elle n'apparaît dans le référentiel de formation que pour une courte approche historique du travail social et de l'éducation spécialisée.

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Dans cette intervention je souhaite présenter comment, par petites touches, les outils de l'histoire sont plus utilisés dans la formation et leurs effets de réflexivité sur les étudiants.

Pour comprendre la formation en service social: Marie-Thérèse Lévêque et l'institut de service social de Lisbonne, Portugal (1935-1944)

Cette communication est basée sur une recherche doctorale, qui vise à comprendre la formation en service social au Portugal dans le contexte des processus transnationaux qui influent sur son développement.

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Cette période de l'histoire portugaise nous conduit à la phase de construction du « Nouvel État » (Estado Novo), au cours d'une nouvelle conjoncture nationale dans les relations entre l'État, l'Église Catholique et mouvements intellectuels, dans un contexte défini par l'autoritarisme politique et une forte fermeture aux influences internationales. Curieusement, pendant la fondation de l'Institut de Service Social, en Lisbonne, les connexions transnationales ont pris un rôle très important, plus précisément, les relations entre groupes catholiques nationaux et deux organisations "étrangères" comme la Française "Union Catholique des Services de Santé et des Services Sociaux" et le "Union Catholique Internationale de Service Social", basée à Bruxelles à ce moment-là.

Key words:
Portugal
mouvements
transnationaux
Marie-Thérèse Lévêque

Aging drug users: a new challenge for young social workers

Demographic changes lead to "new" target groups for the professional Social Work sector such as elderly substance users. This means a challenge not only for institutions but also for new generations of Social Workers. The presentation will show how those changes can affect clients' lives and behaviour but also the requirements for effective Social Work education. Based on empirical data, case discussions and practical examples the presentation will refer to ethical questions like: "Elderly drug users have experienced discrimination and stigmatisation also in the context of professional help and Social Work systems – how does a functioning help-process look like? How can individual autonomy and regulations, e. g. concerning methadone maintenance treatment, be arranged? Which are the resources and strengths of both elderly drug users but also new generations of Social Workers? How can age differences between clients and Social Workers be resolved?"

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Key words:

The role of social workers in safeguarding vulnerable adults who are deprived of their liberty

Social workers have a professional responsibility to deliver rights-based practice. This paper explores social work practitioners assessing capacity and making decisions which are in the best interests of vulnerable adults who are unable to make those decisions themselves. A documentary analysis of assessment reports draws together three key themes: 1) The nature and frequency of restrictions used to prevent harm to service users, 2) The best practice demonstrated by social workers in challenging oppressive restrictions and safeguarding vulnerable adults, 3) The implications for the education and training of social workers in delivering rights-based practice.

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Key words:

right-based practice
safeguarding

Teaching innovation in the training of applied ethics

This communication is based on the results of an investigation that identifies the main causes of conflict of value in professional social work and social education and the main strategies to address them. One of the data obtained is that professionals have not had specific training on professional ethics or who, having them, in many cases them has not been useful. Accordingly, we have made a review of our curriculum in order to improve the training proposals on applied ethics to really be useful in managing conflicts in professional practice.

The communication presents an experience of innovation teaching that aims to connect theoretical training with the real needs of professional practice, through the process of practices from a triple look: the look of the student, the look of the professional reference in placement and the look of the professor at the university.

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Key words:

teaching plan
professional ethics
conflict of value

Let's try to change (at first ourselves)

Social work is connected to the theme of change and for many years the image of social workers it's associated with that of social change agents. With regards to social work education, it's problematic if a young student believes that to become a social worker means to take the burden of changing other people on their own shoulders.

Relational social work method suggests that each change in the life problems of a service user requires the social worker to change. This idea inspires us to think that rather than trying to be available primarily for others, social work students can learn to recognize the necessity to be there for themselves first. The opportunity to promote a positive change within your own person is a complex concept and, experimentally, is a new goal for social work students at the Catholic University of Milan. Social work students are encouraged to identify a personal goal of change (simple and concrete) and try to accomplish it during the academic year.

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Key words:

change
ethical social workers
innovative learning

Involving people affected by a mental disorder in the subject of mental health

This abstract aims to describe a practice of teaching innovation carried out in the degrees of Social Work and Social Education at the University of Lleida. The practice raises the participation of people diagnosed with a mental disorder in the teaching dynamics of different subjects related to mental health. The overall goal of this educational practice is to provide students with a broader understanding of this issue from the perspective of those affected. This means in the first place, ensuring that students understand the ways in which people affected interpret and explain their mental disorders. The second aim is to allow students to understand the major effects of mental disorders in daily life. The third aim is to reflect on the different ways in which people affected integrate this biographical aspect into their identity. Finally, the intention is to link the academic knowledge with the experience and knowledge of the service users.

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Key words:

mental health
service users
innovatory practice
social work education

Queering social work education in Europe

A recent report of the European Union Agency for Fundamental Rights (2016) has pointed out the fundamental role of public officials and other frontline professionals in the fields of education, healthcare and law enforcement for effectively achieving LGBT rights. The report has provided evidence of both drivers and barriers professionals face in promoting diversity, and fighting discrimination and intolerance on the grounds of sexual orientation and gender identity across the EU. Against this background, the proposed contribution will discuss needs, challenges and potentials of systematically including issues of sexual orientation and gender identity in European social work education.

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Key words:

LGBT
queer theory

Travail social et art : une spécialisation impérative

Cette communication compile le résultat de deux recherches effectuées entre 2010 et 2014, qui ont porté sur la relation entre la culture, l'art et l'intervention sociale avec des personnes dans une situation de précarité sociale. Ceci nous a reporté à la réflexivité sur le besoin d'une adaptation du curriculum du travail social en ce qui concerne les arts comme instruments d'intervention sociale pour combattre l'exclusion sociale et promouvoir la participation communautaire, la responsabilisation des agents sociaux, et le développement individuel tout en visant le changement social. La recherche scientifique et la pratique professionnelle ont montré que les expressions artistiques sont devenues des instruments particulièrement efficaces pour la prévention, la réadaptation et le traitement des personnes présentant des problèmes psychosociaux dans le contexte clinique, soit sur l'autonomisation et le renforcement du développement social et personnel des individus sur une communauté.

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Key words:

community art
participation
specialization
critical reflection
emancipatory learning

Transgressive dimension of social projects as an answer to contemporary challenges. Reflections seen from the perspective of social workers' education at the Social Work Unit at the University of Silesia in Katowice

A key link for social work education and the social work practice is a social projection method. It creates special space for creative activity, and it enables to design complex solutions on the basis of numerous perspectives. Education of future social workers based on elaboration and implementation of a social project is more than compilation of students' cognitive and research efforts. Practical project implementation becomes an experience which shows the students how to go beyond themselves in actions done for other people. It is related to overcoming barriers in different dimensions. The article goal is to consider selected elements of social work education at Social Work Unit at University of Silesia, especially the potential of elaboration, implementation and evaluation of social projects. The analysis of selected projects enables to show a special value of the method related to combination theory, methodology and practice of social work at the level of vocational education.

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Key words:

education for social work
social work project
transgression

The new mission of social work: social inclusive skills for health professionals

Due to recent social changes such as migration and mounting poverty, qualified, safe and social inclusive health services are to be provided by competent health workers (doctor, nurse, healthcare social worker, midwife). Human crisis emerged as a result of migration crises has following effects on providing health services: misinformation in terms of communication with disadvantaged groups as a result of complex or deficiency of training content towards disadvantaged groups; no specialized training content of social work skills development and communication while providing health services to disadvantaged groups; health professionals are aware of social changes but there is no intervention guidelines while working with disadvantaged groups; social inclusion issue requires specialized training while providing health service to disadvantaged groups; regarding social integration and psychosocial state of disadvantaged groups, it is of utmost importance not to expose social exclusion while receiving health service.

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Key words:

inclusive education
training tool
social inclusive skills

Social Work and Palliative Care. What skills and competences for Social Workers? An inquiry in Italy

Assuming that palliative care is an area of action in which intersect the actions of social and health care professionals, objective of the proposed paper is to outline, on the one hand, the role that professional Social Service takes in frame of reference and on the other, to understand what are the skills and competencies required to a social worker who works in this area.

It will seek to achieve the goal based on the results of a search in progress, in Italy. The research, recently launched, involves the use of a qualitative and quantitative methodology. At the mapping of hospice present in the Italian regions and at the recognition of those where there are social workers, it will follow the administration of semi-structured interviews to professionals who work in the palliative care network. The information received should help to establish roles and functions assumed by the social workers and to identify the skills required to practice.

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Studying gerontological social work in classroom and online simultaneously

This paper discusses and reflects teaching and learning in multiple locations simultaneously. In university of Lapland Social gerontology (SG) studies (25 credits) include gerontological social work (GSW) studies. Studies consist of five courses (5 credits) which consist of lectures, seminars and essays. Each unit can be studied either in classroom or online via iLinc (LearnLink) virtual classroom environment. Students and teacher take part in lectures and seminars at the same time either in classroom at the university building or via internet. Participating students are both programme students from different major disciplines and Open University students. The main course themes are Introduction to SG, Special Issues in SG, Elder Care Policy and Service System, Sociocultural Ageing and Everyday Agency and SG Research.

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Key words:

multilocated studying
online teaching
social gerontology

Supervision of social workers in retirement homes in Croatia

Supervision is a part of social work profession because that is opportunity for social workers to talk about their own doubt and thoughts and problems in their usual work. Croatian population is „old population“ and many social workers are the one in retirement homes including private and state ones. But gerontology in Croatia is not developed yet and just a few experts research this field. Because of that social workers in retirement homes sometimes don't know how to behave and what to do in specific situation. Work in retirement homes is specific because elderly are confronted with specific problems like death of their loved one or being apart from their family.

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Key words:
supervision
elderly
retirement homes

Le Travail Social comme agent facilitateur de la construction de connaissance collective. Une investigation sur la situation des personnes âgées LGTB

Nous décrivons le procès d'investigation participative conduite par professeurs qui font partie du groupe de Recherche et Innovation dans le Travail Social (GRITS) de l'Université de Barcelone dans laquelle ont aussi participé la Mairie de Barcelone et la Fondation Enllaç, seule organisation qui travaille pour les personnes âgées lesbiennes, gays, bisexuelles, transsexuelles et intersexuelles (LGTBI). L'objectif général de l'étude a été de connaître leur situation sociale en identifiant leurs besoins et leurs potentialités en tissant des alliances avec les différentes agences, institutions et personnes impliquées.

Cette communication veut mettre en valeur le rôle joué par les chercheurs et les enseignants de la Licence de Travail Social en ce qui respecte la création de connaissance sur un collectif vulnérable avec une situation non étudiée auparavant. Notre apport, depuis ce cadre disciplinaire spécifique et innovateur du Travail Social, nous a permis créer des connections entre les différents acteurs en ayant pris en compte les potentialités en relation à la défense de groupes vulnérables.

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Key words:
travail social
recherche collaborative
recherche participative
partenariat

Participation d'étudiants en travail social à des travaux de recherche-actions: quel impact sur leur professionnalisation ?

Des étudiants en 2^{ième} année de formation assistants de service social ont participé à deux recherche-actions de manière active. Avec eux, nous avons expérimenté un contexte d'apprentissage insérant l'étudiant dans un réseau de recherche, au sein duquel il a contribué à la construction d'une connaissance individuelle et partagée. L'une des actions s'intégrait à des modules de formation, alors que l'autre s'est déroulée plus sur le site qualifiant.

Il nous a semblé intéressant de mesurer l'impact de cette participation active sur le processus de professionnalisation, sur l'appropriation de la démarche de recherche, la maîtrise de nouveaux concepts et l'évolution des représentations sur ces problématiques.

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Key words:

pédagogie
recherche empirique
professionnalisation
appropriation de
connaissances
développement des
compétences

Stakes, methods and educational practice for professionalization

This paper will present the works of the professionalization project group of the UNAFORIS, a group made up of trainers and training managers. It covers both the existing and innovative methods of professionalization of social workers. To be precise we wish to present a typology of new forms of professionalization in relation to evolutions in social work.

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Educating for professionalization of social work(ers): practice development as a key

This presentation focuses on practice development as professionalization strategy for social work(ers) and the way a Master program in social work can contribute to it. The following questions are answered: What is practice development in social work? Why is it important? What implications does it have for the curriculum of a Maser Program in Social Work? The presentation is based on empirical research conducted in a PhD project.

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Key words:
practice development
professionalization
master

L'accompagnement à la professionnalisation de l'AES

Dans le cadre d'une thèse dont l'objet de recherche est tourné vers l'émergence des pratiques d'accompagnement dans la professionnalisation des travailleurs sociaux, sur le cas de l'accompagnant éducatif et social, nous allons explorer les conditions de transmission des connaissances participant à l'apprentissage des règles de métier par les futurs travailleurs sociaux. Les théories de l'activité (Clot, 2004), de l'action (Durand, 2008) et celles de l'action collective (Bertone, Chaliès et Clot, 2009) s'appuient sur les pratiques des communautés professionnelles. Une première phase exploratoire, dont une partie pourra faire l'objet de la communication à la conférence, vise à rendre visibles les dilemmes auxquels sont confrontés les acteurs. Celle-ci pourra notamment faire apparaître les points saillants, autour desquels la construction des professionnalités est en tension.

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Key words:
accompagnement
professionnalisation
accompagnant éducatif et social

Migratory trajectories. Psychosocial aspects in migration

This text is based on data from an investigation about into migrant flow, which was verified under from two perspectives: psychological and social. Attempts an approach to the migration phenomenon by using two of the main factors that form the general aim of the study: first the immigrants and their experiences on one hand and the social workers that assist them on the other. The theoretical references come from different disciplines such as Psychology, Psychoanalysis and Sociology; the essential concepts are imaginary, grief, stress, inclusion, vulnerability and disassociation. Besides these, there is also an analysis of the work carried out by social workers, how they counsel and assist immigrants with their life experiences and the tools and skills used in solving each specific issue. The methodology used is qualitative: case study, in-depth interview and discussion groups.

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Key words:

imaginary
mourning
stress
trajectory
vulnerability
care space settings
support
accompaniment.

Approaching Decolonial Epistemologies in Social Work

Social work in Europe is increasingly confronted with differences among clients and professionals along the lines of nationality, ethnicity, 'race', 'culture', gender, religion and sexual orientation, to name just a few. Celebratory versions of 'diversity' as well as 'intercultural' approaches in social work often ignore the power relations and the dimension of discrimination that constitute these differences. This paper deals with the interdependencies that result from these power relations and the intersectionality of gender, racialized and other constructions of difference, in which social workers are situated. It finally develops decolonial approaches of epistemology – the ways we gain knowledge about 'the Other' and ourselves – in social work theory and practice.

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Key words:

decolonial approaches in
social work
gender
racism
intersectionality

The non-thematisation of contemporary antisemitism in social work theory and practice as an obstacle for ethical integrity of the social work profession

As the topic of contemporary antisemitism seems to have been left out of the social work curricula, research and practice, the author discusses the therefore arising challenges considering social work as a human rights profession and its ethical integrity. The presentation will focus on the increasingly pressing need to address the antisemitism knowledge gap within left-leaning socio-political discourse, including in the profession of social work. Based on current research and observations from the field, suggestions for specific fields of research and ways to integrate antisemitism within the social work curricula and practice will be discussed and presented.

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Key words:

antisemitism
ethical integrity
critical social work
social work practice
human rights education

The Institutional Resiliency of Social Work Education/ Innovating on International Social Work Education through Joint-Double Degree Programs

There are structural reforms in universities that often limit personnel and financial resources that are crucial in setting long term strategies for curriculum development and innovation in teaching methodology. Given current political and economic challenges in Europe today, there is the responsibility to provide students with cutting edge knowledge and professional training that respond to the demand for new ways of providing social services. There too, is the pressure on social work education to train young professionals capable of exercising problem solving competences that can only be achieved through long term experience. In the face of these institutional threats and professional questioning, social work education has proceeded with resilience and creativity to optimize its own resources in a committed effort to respond to the urgent need for well-trained young people equipped with the values and competences required by the profession.

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Integrating students with immigrant background into social work education

Finnish universities have noted that there are very few social work students with immigrant backgrounds. This is contradictory to the clientele of social workers. There should be workers with different ethnic and cultural backgrounds. To reach this goal, Finnish social work educations work together to develop social work education and curriculum to better meet the needs of multicultural students. Further, the project aims at developing teaching and learning methods to ensure second language skills. The project aims at influencing current policy practices with immigrant students in higher education in countries with less experience in educating students with different ethnic and cultural backgrounds. In the presentation, we analyse the process of this project and report the outcomes of data collection from different Nordic countries and Canada about the best practices to integrate students with immigrant backgrounds into social work education.

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Key words:

immigration
integration

Ethnic relations in social work education - A study of teachers' strategies and experiences in Sweden

The study presented is to investigate the strategies that are used and what content is given to ethnic relations in the social work education in Sweden. These conditions impact on professional social work and challenge universities to enable the students to achieve theoretical and critical knowledge and skills needed to work for a sustainable future in the ethnic diverse Swedish society. The study raises questions about how teachers interpret the goals of the social work programs in terms of ethnic relations. The empirical material is based on qualitative and thematic interviews with teachers in the social work programs at four Swedish universities. Results show that ethnic relations are rather invisible in steering documents, ethnic relations are treated contextually and there is need of theoretical and critical knowledge of migration and critical knowledge of migration and ethnic relations in a broad sense but also for specific professional use is emphasized.

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Key words:

ethnic relations
teaching strategies
sustainable future of
ethnic diverse
Swedish society

Intercultural competencies and quality assurance: a portfolio approach for an international profile certifying intercultural competencies for study programmes in social work

Within social work education it is uncontested that future social workers should be provided with skills and competencies to master intercultural challenging situations in their professional career. We aim at addressing these challenges in curriculum development by taking into account the recent achievements in the field of curricula internationalisation. In the framework of a joint project a team with members from different departments of two Swiss Universities of Applied Sciences have developed an international profile to assure and certify the exit competencies of students in terms of knowledge, skills and attitudes regarding intercultural competencies. The presentation focuses on the innovative portfolio approach which offers the involved study programmes a maximum flexibility of eligible modules and activities. A setting which bears the future opportunity to open the profile interdisciplinary also within the consortium of the involved European Universities of Applied Sciences.

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Key words:

intercultural
internationalisation
quality
curriculum development

Ethnic and racial diversity in social work education – a study of curriculums in social work education in Sweden

The purpose of the study presented is to investigate how ethnic and racial diversity is integrated into the literature and curriculum of social work programme in Sweden. The study is based on text analysis of curriculum development from the year 1967 – 2014. The study raises questions about how development of content in Swedish social work programme has developed through the years in relation to a context of migration and professional claims of increasing social workers' knowledge about ethnic and racial diversity. The study also raises questions about how ethnic relations are problematised. Results show that course-content in terms of literature and other teaching material is poorly developed throughout the years, and ethnic and racial perspectives on social issues tend to be 'side-lined', thus not integrated into the general course-content.

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Key words:

ethnic and racial diversity
curriculum

Extracurricular activities for social work students: experience in group work with children in youth and joint activities with international students

Presentation will include demonstration of two extracurricular activities carried for social work students who contribute to offer additional facilities for students, raising the quality of education and providing an opportunity to practice a variety of skills and application of knowledge. The first activity consists of direct group work of students with children in the Centre for the provision of services in the community "Izvor" Selce, and other activity covers cooperation activities of the Department of social work - Zagreb with international students from Faculty of Social Work - Gent, Belgium.

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Key words:

extracurricular activities
group work
international cooperation

Local and European: the continuing importance of trans-national learning?

Local and European: the continuing importance of transnational learning? European nation states are increasingly focused upon their own 'local difficulties' notably the rise of nationalisms, particularly in the wake of the UK's likely triggering on Article 50. The paper will explore whether or not there is still a relevant purpose to cross-national social work between European countries in general and the UK in particular.

We will outline the findings of a current small-scale research project into the continued importance and viability of cross-national learning, examining responses from German and English students.

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Key words:

cross-national learning

Developing internationalization in Social work education: the relevance of short programs

Growing interest in the impact of globalization on welfare services and on professional practice has led to increased recognition of the importance of international components in the training of social work. This is particularly relevant in fields such as child and family social work where the impact of phenomena like migration and asylum seekers movements have radically changed traditional practices. Within international programs, students' exchanges appear to play a special role, but they have proved often difficult, because of language barriers, the rigidity of curricula and practical barriers. Our presentation introduces some reflections on the experience of a short exchange program in the field of child and family interventions, which has proved more feasible and easy to access for many students. Based on qualitative evaluation by academic and students involved, we show the potentials and risks of such experiences in terms of developing a critical and open mindset.

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The Borderless Curriculum

The Borderless Curriculum is a presentation about a model for developing intercultural and international competences with Bachelor students in Social Work that was developed at Thomas More, Belgium and was awarded as an excellent practice by NVAO, the Dutch Flemish accreditation organisation for higher education. It is about how the competences can be put at the heart of social work curricula today and why this is so necessary in how we train our social workers nowadays. The workshop goes into the shift in philosophy of curriculum design that was required to give international competences a central place in higher education curricula and about how it was implemented in practice at Thomas More Belgium.

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Key words:

international
competences
curriculum design
student empowerment
employability

De l'Europe à l'Afrique : co-construire et innover dans la formation en travail social au Congo Brazzaville, un partenariat INTS/ISL

En 2009, le Ministère des Affaires Sociales de l'Action Humanitaire et de la Solidarité de la République du Congo, demande à l'Institut Social de Lille (France) de transférer son expérience et de participer au développement des formations sociales. Un Projet d'Appui à la Refondation des Formations Sociales (PARFTS) donne un cadre à ce projet. Il vise à renforcer la lutte contre la précarité et l'exclusion sociale et à développer les formations dans le cadre d'un Institut National du Travail Social (INTS) appelé à développer, des formations supérieures initiales et continues, de la recherche et à devenir une plateforme partenariale pour le social au Congo. L'INTS, officiellement créé par la loi du N° 6 du 19 février 2015, a accueilli ses premiers étudiants en décembre 2014. C'est dans ce cadre partenarial que nous proposons aujourd'hui une présentation orale. Nous y présenterons une démarche originale de création et co-construction d'une licence professionnelle en Travail social, et les 4 principaux défis à relever.

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Key words:

Europe
Afrique
coopération internationale
innovation

Postcolonial Interrogations on Eurocentric Social Work Education

Educational institutions have been instrumental in promoting the narrative that the benefits of globalization outweighs its negative impact. Social work education is at the crux of examining the collusion of western social welfare ideology and its institutions in subverting the development of communities in the global south as they struggle to regain a sense of collective identity and work towards a national vision.

Within the academic framework of internationality and interdisciplinarity; universities have encouraged social work programs to develop curricula that emphasize global dialogue along the thematic lines of multiculturalism, diversity, transnationality and all other themes related to the politics of inclusion. However, there are central questions directed at these thematic emphases when carried out within the context of a Eurocentric and western oriented development ideology in international social work.

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Key words:

hegemony
neocolonialism
radical social work

Teaching social work values and ethics in international field training

The Global Statements of Ethical Principles of Social Work highlight the need to educate social workers about values and ethics. The ethical challenges and dilemmas connected to social work training in international contexts have not received much attention in social work research and education. This paper explores how post-colonial, west-centric and neoliberal thinking and practices have impacted upon international social work including field training and highlights our opportunities as social work educators to respond in an ethical manner by critical pedagogy and anti-oppressive social work approaches. The study is based on mixed methods of web survey and focus groups with Norwegian and Swedish social work students who have conducted international field training. The preliminary results of the study show that in order to reduce multilevel vulnerability, the values of social justice should be placed at the core of social work education and international field training.

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Key words:

ethics
international field training
social justice

What travelling brings to your life? List of knowledge acquired during international mobility with the CRFMS ERASME in Toulouse, France

Quand voyager ajoute à sa vie. Inventaire des savoir acquis dans le cadre d'une mobilité internationale au CRFMS-ERASME (Toulouse-France).

L'intervention portera sur le bilan d'une expérience de mobilité internationale entre des étudiants en travail social européens (France, Allemagne, Hongrie). Il s'agira d'abord de repérer, en guise d'inventaire, les différents acquis auprès des étudiants du CRFMS-ERASME (changement de représentations, gains en terme de capital culturel, acquis pédagogiques, compétences pratiques..), signaler ce qui fait frein à la capitalisation d'un temps fort du parcours de formation et ouvrir des pistes d'amélioration.

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Key words:

acquisition de
compétences
mobilité internationale
interculturalité

Avoiding methodological nationalism in social work education

Social work education has conventionally been restricted into particular national contexts due to differences in social work traditions, social systems, social problems and cultures. The transnational aspect of social work has an ontological nature. In this theoretical article, the research question is how the contents of concepts used in social work could be understood from the transnational or cosmopolitan point of view instead of addressing the methodological nationalism (Beck). Some essential concepts often used in social work are analysed here, such as family and citizenship. The outcomes of the analysis of the concepts stress the importance of finding a new balance between national and transnational understanding of social work when defining our concepts. Because social work practise takes place in local contexts a *glocal* understanding of knowledge is preferable, which means the global knowledge within a local context that respects human rights.

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Key words:

transnational
methodological nationalism

Ethical issues in study abroad programs in social work education

Study abroad programs are an oft used pedagogical approach that exposes students to different cultural milieus. The benefits of study abroad programs are well-documented, however, one component of that is less examined is the ethical implications of study abroad courses. Specifically, study abroad courses have the potential for replicating colonial histories and the privileges associated with living in developed nations. This presentation utilizes a critical approach to examine how study abroad courses may better embed issues of global inequalities into their frameworks (e.g., assignments, learning objectives) to challenge privilege related to nationality. This presentation examines strategies that minimize the cultural tourism that may be present during study abroad experiences. In this presentation, we provide a summary of best practices for social work educators seeking to design and implement study abroad courses that are culturally responsive and sensitive to global disparities.

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Key words:

critical theory
privilege
study abroad

La mobilité internationale et ses bénéfices dans le cadre de la formation des travailleurs sociaux

Dans le travail social, la dimension internationale est de plus en plus présente. L'I.R.T.S. Aquitaine a conçu et su développer cette dimension, y donner un sens et par là, formaliser, conceptualiser le sens des échanges interculturels.

L'IRTS Aquitaine est inscrit dans une dynamique internationale depuis de nombreuses années. Si les différences culturelles sont une composante de la vie sociale moderne, elles marquent de plus en plus les sociétés au fur et à mesure que la mondialisation progresse. Tous les acteurs de l'IRTS qui s'engagent dans cette dimension internationale, s'engagent également dans une relation interculturelle.

Nous présenterons, dans cette communication, les différents dispositifs qui permettent aux étudiants de l'IRTS de réaliser une mobilité internationale. Nous développerons ce qu'apporte cette mobilité internationale dans le plan des compétences formelles et informelles pour l'ensemble des acteurs.

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Key words:

international
échanges interculturels
sens de la mobilité
compétences

Erasmus + program: a social work teacher's experience

The Erasmus+ mobility program for teachers is a tool that allows university professors to visit a foreign university in order to teach and share experience and knowledge about their field of expertise.

Social work teachers may also benefit from this European program by submitting the application with proposals on the content they would teach, being accepted by the host university and finally carrying out the mobility for a period of one week maximum.

This presentation aims at explaining the experiences held in both visiting foreign universities (Faculties of Social Work in Bucharest and Ljubljana) and receiving professors (Faculties of Social Work in Turku, Bucharest and Split) as well as the outcomes from those exchanges. This practical approach aims at encouraging other teachers and spreading the importance of such a tool to reinforce Social Work identity within the EU.

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Key words:

Erasmus+ program
international social work
identity

L'ingénierie sociale à l'épreuve de l'international

L'IMF développe depuis plus de vingt ans des activités de coopération internationale (Maroc, Algérie, Tunisie, Roumanie, Bulgarie, etc.). Les étudiants en DEIS (Diplôme d'État en Ingénierie Sociale) se voient proposer, chaque année, une étude de terrain qui s'intègre dans un des projets de développement porté par notre Institut. Depuis plusieurs années, les étudiants prennent ainsi part à des dynamiques pluri-acteurs (Programme Concerté Pluri-Acteurs de l'AFD notamment) qui mettent en interaction société civile et pouvoirs publics et à l'étranger et en France, soit un mode de gouvernance à quatre pôles.

C'est bien sûr l'occasion pour ces étudiants de rencontrer des acteurs de développement qui initient des dispositifs adaptés aux besoins de leur pays, de découvrir un cadre législatif et de politiques sociales particulier, mais aussi de transposer des méthodologies d'ingénierie sociale qui doivent tenir compte des variantes culturelles et de modes de rationalisation singuliers. Bref, ce sont de multiples aspects qui les confrontent à des pratiques nouvelles et leur font décoder nos évidences françaises, repérer des points aveugles de nos logiques d'intervention sociale, interroger nos habituelles catégories, et bien d'autres choses encore.

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Key words:

ingénierie sociale
coopération internationale
interculturalité
inclusion

International Comparative Social Welfare

Alternating years, master and bachelor students and faculty either travel to the U.S. or Switzerland to attend a two-week course that includes regarding lectures and group discussion, social service agency visits, and socio-cultural activities. A main goal of the program is that students leave knowing more about their own social service delivery and policies, thanks to the opportunity to immerse in a foreign policy practice setting.

Typically, topics include public safety nets, Services to specific client groups (e.g, older adults, families, homeless), and economic inequality. Getting to see an agency, talk with the social workers, and potentially meet a client bring the implications of policies to life. Online education as flipped classroom and writing a blog help to prepare the exchange and to draw conclusions by analyzing the topic from the respective cultural, political, and institutional perspectives.

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Key words:

International classroom

Sustainable social work in urban areas – a joint curriculum developed by four Erasmus partners

In urban areas social, political, economic, spatial and environmental challenges are increasing and structural issues such as growing inequality, unemployment, racial tensions impact social work practice. The urban scale holds promise for successful strategies and four Erasmus partners have developed a 30ECTS course aiming at educating future social worker for those challenges in a manner which enhance human rights, social justice, collective and individual wellbeing in respect of the fundamental values of the social work profession. In the course development our differences have been utilised as information of the new program. The course content includes challenges and responses to urbanisation, promotion of social change and development, sustainable social work, community based social work, super diversity, empowerment, human rights and ethical principles in urban social work etc. The program is taught in English and hosted by rotation of the partners, expert teachers flying in.

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Key words:

Erasmus

curriculum

urban areas

sustainable development

Challenges for social work curriculum development and teaching: predictors of interest in research courses in students enrolled in a bachelor programme in social work

This contribution focuses on predictors of interest in research-related courses in students enrolled in a bachelor programme in social work in Switzerland. Based on a survey of three cohorts of entering students, the study provides insight in the interplay of research orientation and research anxiety in the formation of interest in research courses in first-year students. The findings highlight the importance of considering anxiety as an important predictor of interest. This should be considered in curriculum and course development. The presentation of the results will be used to open an exchange with and among the participants in the session.

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Key words:

research anxiety
research courses
research interest
research orientation

Connecting practice, theory and research in postgraduate training. Implementation and consolidation of a Master Degree in Social Welfare

The aim of this paper is to present the design process of the Master's Degree in Social Welfare and Family Intervention at the University of Valencia, which was launched in 2007. This Master's Degree is based on the coordination of different areas of knowledge (social work, sociology, psychology, law, nursing, methodology and engineering) and it is connected with the research through its collaboration with the Polibienestar Institute and the PhD Program in Social Sciences at the University of Valencia. The manuscript includes the verification process and review of the Master's Programme in the last 10 years.

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Key words:

interdisciplinarity
research
postgraduate
specialization
social work

Challenges in teaching the understanding and use of research

This presentation will share ideas and prompt discussion about teaching evidence-based practice about which there is debate. This presentation is based on our experience of delivering a new post-qualifying, post-graduate module: The Evidence-Informed Practitioner and Organisation which promotes a research-minded organisational social work culture as well as improving professional knowledge and skills (Taylor et al, 2015). All participants complete a review of research on a topic relevant to their work, agreed with their professional supervisor. This presentation will include examples teaching content, student assignments and will use student evaluations of the first year of teaching this module 2015-16. This balanced individual and organisational approach has strengths in building research culture in the profession and is perhaps unique.

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Key words:

post qualifying module
evidence informed
practitioner and
organisation

Recherche appliquée au travail social à l'Université de Barcelone : une méthodologie de réflexion et de compromis social

La matière de Recherche Appliquée au Travail Social de la troisième année de la Licence de Travail Social de l'Université de Barcelone a pour objectif de favoriser l'apprentissage d'une recherche sociale appliquée sur le Travail Social et/ou sur les collectifs attendus par les travailleurs sociaux. L'exposition théorique et le travail pratique s'y combinent dans le terrain, comme un critère général pour favoriser la participation, la réflexion, la pensée analytique et le compromis social lorsqu'on approche la communauté.

Depuis l'année 2012-2013, des méthodologies innovatrices de l'Apprentissage-Service (ApS) et de recherche collaborative qui connectent le compromis social et l'apprentissage curriculaire s'appliquent dans cette matière. Dans cette communication, nous présentons la méthodologie ApS, qui combine des procès d'apprentissage et de service à la communauté dans un projet articulé dans lequel les personnes participantes se forment en travaillant sur les besoins réels de leur entourage avec l'objectif de le transformer (Puig, 2012).

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Key words:

ApS
rechercheappliquée
apprentissage-service
innovation

Enseigner n'est pas former

Dans l'appel à contribution apparaît de nombreuses fois, le mot enseigner. Le fait de cet usage pourrait induire un parti pris pour penser l'apprentissage. Nous tenterons par cette contribution de poser la distinction entre l'enseignement et la formation, par la même entre l'accompagnement et la guidance pour finir avec une mise en questionnement du lien théorie pratique.

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Key words:
accompagnement
guidance
théorie
pratique

Jugement professionnel, décision et formation en Travail Social. Est-il possible de former pour la prise de décision « bien-fondé » en des contextes d'incertitude et de complexité ?

Dans cette communication je prétends discuter des nouvelles méthodologies et stratégies pédagogiques pour une formation en travail social capable de promouvoir le raisonnement complexe et la prise de décision fondé en des modèles de jugement professionnel croisant des éléments situationnels et supra situationnels.

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Key words:
decision making
jugement professionnel
formation et recherche en
travail social

Theatre as a mean of empowerment

Theatre-making with target groups of Social Work is a strong tool to empower people. The theatre approach is very effective because of the work process. It is a great tool for Social Workers. Social Workers need some specific knowledge and skills. The knowledge can be transferred; the skills can be trained.

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Key words:
empowerment
theatre
group work

A new old approach of learning in social work education!

The legacy from Vygotsky has still a great impact on education in Western countries as well as the heritage of his colleagues Luria and Leontiev, in what is mostly called the cultural-historical activity theory. For example Vygotsky's (1978) concept Zone of Proximal Development, where he shows that student's development has a strong connection between knowledge sharing and the formation of a higher consciousness. There is a great tradition in pedagogy to use these concepts, but not in social work in Sweden (Hedegaard 2001). I have during many years used the framework of cultural-historical activity theory in my teaching in social work, Out of my theoretical understanding and practical teaching, even in a forthcoming article, I would like to highlight some perspective that can promote a sustainable future in social work education and to be able face new challenges. A new approach of learning in social work education!

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Key words:

cultural-historical activity theory
Zone of Proximal Development
situated learning
action competencies
learning places

Is there anything better than a lecture?

The literature reveals a tension between the so called traditional (firstly, a lecture) and modern study methods which facilitate the implementation of Bologna paradigm (such as problem based learning, case study, projects, etc.). The aim of the presentation: to discuss implications of a lecture as a students' chosen priority for SW education and practice in the perspective of social constructivism and Biggs' theory (1996). Quantitative (standardised questionnaires) methods were used for the identification of teaching / learning methods most helpful for the development of learning outcomes (defined in the programme). Results: Students identified a lecture as the study method most efficient for the development of their professional competence. This may point to the problem of students' motivation, but also – to rehabilitation of a lecture as a narrative and an issue of common construction of knowledge.

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Teaching social work with groups

The budgets for the services performed by social workers are constantly shrinking due to cutbacks. One solution to this problem is to teach Social Work with Groups (SWG), which can provide for lower costs along with increased effectiveness in aiding people in distress. Thus, SWG offers a sustainable model for providing services despite budget cuts.

These courses are taught in learning groups, with students gaining practical experience in group facilitation: practice through role playing. In the 2015-2016 Formative Evaluation by Repeated Measures method, 162 students were asked about learning groups in the classroom and about their expectations and evaluations.

We found, as was expected theoretically, there was a marked improvement (with statistical significance): a. in the students' perception of their ability to perform the task of group and leading it; b. they were more interested in continuing to work with groups.

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Key words:

group work
sustainable

Critical Social Work & Direct Practice: A Proposal to Bridge Theory and Practice in the Classroom

Social work education in North America is increasingly concerned with competency criteria and micro-skills training for future practitioners. This is primarily a response to social work regulators who are concerned about the lack of identified competency criteria in social work education as well as market forces that have transformed the nature of social work practice in Canada and the United States. Many universities have responded by offering courses in competency based and evidence based practice without due consideration of the importance of critical social work theory. This shift has created an academic environment in which critical social work theory is marginalized with the result that many students in skill based learning fail to recognize oppressive institutional practices in which they work. The author has designed and implemented a course in undergraduate social work on 'Resilience Based Practice' that combines critical social work theory and direct practice skills.

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Key words:

critical theory
direct practice
resilience informed
practice

On the live supervision of social work student

The presentation will focus on a description of a live supervision as part of a course on diagnostic, planning, implementation and evaluation of social work interventions.

The course lasts over two semesters, through which second year students of undergraduate studies in social work; learn advanced techniques for interventions in small groups (about 17 students).

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Key words:

supervision
students

Critical Incident Reflection - a method to develop social work practice and as a teaching method for developing student skills

In 2015 The Nordic Council of Ministers accepted to support an inter-Nordic seminar focusing on reflection as a central part of knowledge production in social work. Critical Incident Reflection (CIR) was chosen as a method. Critical incidents are those which cause to think and reflect, which leads to learning about ourselves or others both individuals and organizations, or about processes e.g. about learning to be a social worker, the social work task or organizational policies and procedures.

Typically, CIR consist of a description of an event, reflections based on an analysis of practice and, then, a critical re-examination of existing and developing knowledge, skills and values.

At the seminar that took place in august 2016 two researchers/lecturers, two practitioners and three students from three Nordic participated in the trying out the method. Prior to the Nordic seminar, CIR was tried out in the different countries. Experiences from the Norwegian "team" will be presented.

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Use of standardized client simulations in an interprofessional teaching concept for social work and medical students

The use of standardized clients (SC) has been successfully implemented in the education of health professionals. SC are persons who have been trained to portray a client in a standardized way. Logie et al. (2013) show the potential of SC for social work education.

Würzburg University has implemented a teaching concept with SC for medical training in palliative care. Based on promising evaluation outcomes, we developed an innovative interprofessional teaching concept for social work and medical students. The concept focus on joint interprofessional teamwork, breaking bad news, handling of clients' emotional reactions and advance care planning in a broader perspective. In role-play sessions, the medical student has to inform the patient on a cancer diagnosis. The social worker has to take care of advance care planning and inquire about further needs and possibilities of support. The course will be formatively evaluated.

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Key words:

standardized clients
multi-professional
education
communication and
counseling skills

La recherche-action, une pédagogie innovante dans la formation des travailleurs sociaux

Depuis une dizaine d'années, en expérimentant la recherche-action comme pédagogie dans la formation des travailleurs sociaux, nous créons des "espaces intermédiaires de socialisation" ouverts aux savoirs pluriels des chercheurs, professionnels, publics, étudiants, formateurs. En lien avec des structures partenaires qui s'offrent comme terrains d'enquête et à partir des questionnements individuels des étudiants (liés aux expériences de stage et aux mémoires professionnels), des groupes de recherche en transversalité se constituent autour d'une question collective qui sera confrontée aux réalités des professionnels et des publics. Dans un processus émergent de problématisation, les collectifs d'investigation définissent leur objet de recherche et leur méthodologie d'enquête. Les résultats de l'enquête font l'objet d'une analyse qui est restituée aux structures participantes et aux enquêtés, ce qui ouvre des espaces de réflexivité et de productions collectives.

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Key words:

pédagogie
recherche-action
problématisation
innovation
espaces intermédiaires

Policy Practice Lab: experience and challenges for the teaching of Social Policy to Social Work students

Teaching Social Policy is one of the challenges Social Work educators face after the Bologna process and the shortening of the study plans.

It is often difficult for students to understand the connection between Social Policy and Social Work and to relate perspectives on Social Work with the frameworks set by existing social policies. Moreover, professors experience difficulties in teaching Social Work students to be politically active social workers, in terms of what we might conceptualize as "policy practice" competencies (Weiss-Gal, 2013).

This paper revises some experiences of teaching policy practice and aims at presenting the experience of the development of a Policy Practice Lab with undergraduate students, as well as pedagogic materials which support it.

It will be based on the reflexive work of professors from different universities in Portugal and the application of the pedagogic model in one 2nd year class of Social Work students.

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Key words:

social work education
social policy and policy
practice
practical training

Teaching Social Innovation with Design Thinking tools and Service Learning

This communication presents the teaching and learning methodologies used at the subject “International Perspectives on Social Innovation” offered at Facultat Pere Tarrés, Universitat Ramon LLull, Barcelona. It’s based on the concept of Service-Learning which increases student’s commitment to community, connects them to reality and challenges academic knowledge to address real social needs. It encourages the development of innovative ideas for social intervention offering an experimental experience in which students develop ideas or intervention models for partner’s institutions. The subject uses Design Thinking tools and invites students to prove the possibilities of this constructive methodology to address social needs with a user-centered focus. It’s a competence based course, connected to 3rd grade internships and to 4th grade undergraduate dissertations (entrepreneurship projects).

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Key words:

social innovation
service learning
design thinking
social work education

Using simulated practice environment (3D game) for skills development in social work education

Rondon, Sassi, Furquim de Andrade (2013), explains that students of the current generation expect technology to be used in their learning process in order to change traditional passive learning methodologies to an active multisensory experimental learning methodology. The aim of presentation is to share an experience of using 3D immersive educational game Tiny Oaks, which was developed during Digital Bridges project (Nr: 2014-1-UK01-KA200-001805). Tiny Oaks, immersive educational game, as an innovative learning tool was applied and integrated in social work study program at Vytautas Magnus University. Furthermore we will extensively discuss how Tiny Oaks 3D game broaden learning opportunities. The game helps to understand how to deal with vulnerable children in complex and unexpected practical situations. Innovative practice in social work education revealed improved students` quality of study, their self-confidence and capability to manage difficult situations at practice field.

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Key words:

simulated practice
environment
effective teaching
methods
new technologies

L'interculturalité dans les formations sociales : l'éprouver et la comprendre pour mieux accompagner

Depuis une vingtaine d'années, au regard de mon histoire personnelle et de mon parcours professionnel d'assistante de service social (ASS), j'ai toujours eu le souci de l'Autre avec un grand intérêt pour l'interculturalité. Avec le port du voile, les comportements et propos d'étudiants en travail social, les aléas rencontrés dans le cadre de l'accompagnement d'ASS étrangers, il m'est apparu inévitable de questionner la place de l'interculturalité dans les formations sociales.

Comment l'aborder dans sa dimension quotidienne ici en France, dans notre accompagnement pédagogique. Comment l'intégrer dans l'accompagnement des étudiants pour qu'ils le développent ensuite dans leur accompagnement social ?

Ma contribution vise à partager une expérience pédagogique avec comme support « la méthode des chocs culturels » dans différentes formations sociales.

Les modalités pédagogiques questionnent la relation de chacun entre sa propre culture et les autres cultures.

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Key words:

interculturel

Shadow judgment writing as a teaching and learning tool in social work education

The purpose of the presentation is to explore the prospects of developing 'shadow judgment writing' as a teaching method in social work education and training. In recent years 'shadow judgment writing' has evolved as a new form of critical scholarship in the legal field. In various research projects, such as Women's Court of Canada, Diversity and Human Rights and the Feminist Judgment Project, researchers have produced alternative judgments in light of feminist or other critical perspectives. These projects draw on different theoretical approaches, but the common ambition is to show how the original judgment could have been reasoned or decided differently without overstepping the boundaries of the legal framework. In this way 'shadow judgment writing' can highlight perspectives or human rights issues that might have been overlooked or ignored in the original decision.

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Movie analysis: Dogville movie as a refugee story, being a syrian refugees in Turkey and usage of popular films in the curriculums of social work education

Artworks in general; movies in private reveal several social problems at micro, mezzo and macro levels. They also reveal a target most of the time without identifying social problems. Movie analysis makes a great contribution to the learning processes of students of social sciences. It is also beneficial for these students to understand the external world. In this study, Dogville movie of Lars Von Trier has been analyzed and what Grace lived as a fugitive - refugee was examined. These lives have been compared with the universal problems of refugees in general. They have also been compared with the experiences of Syrian refugees who fled from the war in their country to and sheltered in Turkey. From this point of view, it is very significant to analyze this kind of written works from the perspective of a social scientist similar to this study. Using such written works within curriculums in all fields of social science, will increase the efficiency of education to a great extent.

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Key words:

movie analysis
refugees

Nothing to hide: Literary novels embedded in social work education

This presentation is about reading in Social Work education. Reading certain literary novels kills two birds with one stone: enhancing empathy and developing consciousness about privacy. Growing scientific evidence shows that reading literary novels enhances empathy and emotional intelligence (Kidd & Castano, 2013; Koopman, 2016; Oathly, 2016). Empathy is a key competence for social workers. We argue that beauty, imagination, creativity, and storytelling are basic conditions to develop empathy with other cultures or different social backgrounds, and we apply these insights in social work education. By reading and discussing the dystopian novels *A Brave New World* (Huxley, 1984 (Orwell)), *Corpus Delicti* (Juli Zeh) and *The Circle* (Eggers), we specifically focus on the threatened basic right of privacy. In the discussions links are made to Big Data managed by Facebook, Google or the government, undermining privacy and therefore collective values such as citizenship, non-discrimination, solidarity, autonomy and democracy (Martijn & Tokmetzis, 2016). Based on the experience of Karel de Grote University college, Antwerp, Belgium, this presentation offer didactical and practical guidelines and critical success factors on how literary novels can be embedded in social work education.

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The use of memoirs in teaching international social work practice course: Practical implications

The area of international social work practice is becoming more popular in social work curriculum. The need for creating an assignment that allows students to explore variety fields of social work practice and meet course learning objectives is critical for students' success. The presentation highlights the experience of teaching online and face-to-face students in Canadian university the international social work practices course that utilizes a memoir assignment to allow students to connect with personal stories that promote social work change around the world. The structure of memoir assignment is discussed and the list of more than 40 memoirs that are relevant to international social work practice are analyzed to highlight key areas for international social work practice that can be covered through memoir assignment. Some advantages and previous applications of memoir assignment in education are described and recommendations for implementation are made.

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Key words:

international social work
memoir

Qui a besoin de l'identité...? Une expérience éducative basée sur le récit autobiographique

Cette communication répond à une nécessité de repenser la pratique éducative dans l'enseignement du travail social dans la ligne réformiste posé par Morin (2010) sur la réorganisation des connaissances pour l'éducation de l'avenir. Cette proposition fait partie d'un projet d'innovation pédagogique qui a été initié dans le cadre de la matière appelé « rôle et l'identité » et se poursuit dans une autre matière nommée « épistémologie » qui travaille avec l'idée d'ouvrir des prospections à ces hypothèses et principes théoriques hégémoniques qui ont été construits sur de structures des savoirs prédéterminés par l'expérience européenne et occidentale, ce qui a assombri d'autres systèmes de connaissance (Santos, 2006). Ainsi, à partir de l'autobiographie, nous voudrions approfondir sur les méthodes d'apprentissage qui favorisent l'acquisition des connaissances liées à la pensée qui unit la complexité du savoir et le contexte dans lequel ils devront agir les futurs travailleurs sociaux.

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Key words:

innovation pédagogique
complexité du savoir
inter-subjectivité
autobiographie

Strengthening Integration through counselling. Implementing counselling processes in bachelor courses of social work (a qualitative study)

The exclusion of people from society is often linked to psycho-social and health problems. This project investigates existing needs with regards to counselling services in the city of St. Pölten, where the University is located. As a result a range of different forms and types of counselling and a variety of counselling settings will be provided. Service Users will come to the University for counselling, but students will also practice home visits or street work. Knowledge, skills and values, such as empowerment and participation will be trained from the beginning of the study program.

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Key words:

involvement of service users in social work education
counselling training

Entre retour d'expérience et retour sur expérience : un espace formatif

Sous le prisme de la pédagogie par l'alternance, un espace social "retour sur expérience" fait l'objet d'une expérimentation auprès de stagiaires en formation de cadre intermédiaire. Ces ateliers, animés par des formateurs et des professionnels du secteur social et médico-social, s'appuient sur le récit d'une "expérience" qui sera soumis à une démarche d'analyse méthodique.

A travers cette communication à deux voix, nous proposons de mener une observation à des fins heuristiques de ces ateliers en vue de pouvoir apporter notre contribution au débat sur la pédagogie par l'alternance en formation continue pour adultes.

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Key words:

situation
expérience
savoirs pratiques
praxis
réflexivité

Enhancing life story reflection in social work education: theoretical and practical considerations

In line with the practice-oriented conception of reflection in social work, the major vehicles employed to promote the students' reflection focus on their encounters with the field. While practice-oriented reflection has an undoubted value in forming attentive social workers, it has two limitations: Specificity and proximity. Recognizing the value of the practice-oriented reflection, yet aware of its limitations, I suggest complementing it with Life Story Reflection (LSR). LSR is holistic and embraces a temporal distance from the occurrences, thus encouraging the students' "big" self-understanding. Aiming at these advantages, I propose a practical model of LSR, in which social work students become acquainted with their life stories, situating them in various "narrative environments". The three phases of the model — recounting, analyzing and explaining — combine looking "in" and "out", thus implementing both reflection and reflexivity.

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Key words:

reflective practice
reflectivity
life story

How I become a social work teacher: an experience report

This abstract recounts my experience in the long way to become a social work teacher at the University of Barcelona, making reference to two main points. The first one related to the fact that I am Brazilian and to be a foreign non-Community leads to many additional difficulties. The second point refers to the different roles I have assumed (in the University of Barcelona) during the last eight years: master's student, scholarship assistant, scholarship researcher, PhD student, assistant professor and, finally, postdoctoral professor. This communication aims to present the main characteristics, conditions, learnings and challenges of each of these stages inviting to reflect about the hopes and obstacles found in the way to become a social work teacher. There is still a long way, however, it is better signaled by the lived experiences so far.

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Key words:

experience report
teacher

Social work education for practice – analysis of the class-outcome (learning effects) in a second year bachelors course on how to intervene in group care

75 second year social work students produced 150 descriptions of thought through practice interventions in reaction to three practice situations, which were taken from a real group youth-care setting. The analysis provides insight into major patterns on how social work students solve complex situations in anticipation of the 'real' practice they are expecting in their future work life after graduation. The outcome of the analysis is going to be discussed with practitioners, students and teachers in order to establish exchange from the university to the practice and vice versa. The aim is to better understand what the competencies are like of practitioners, but also of future practitioners in trying to apply theoretical knowledge and up to date research results into practice.

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The BarCamp Format

Do you seek people, who are working on similar subjects and questions as you are dealing with? Do you like developing cooperative projects? Are you looking for innovative meeting formats and learning methods? Therefore we offer the EASSW-Camp, which based on the BarCamp Format.

A BarCamp is an open and cooperative conference format for large groups with workshops, so-called "sessions". Exchanging information, sharing knowledge and developing particular topics are all undertaken as equals and in dialogue.

The participants themselves are responsible for the contents and procedures of the BarCamp. The programme is only devised cooperatively by the participants when the BarCamp has already started. However, the discussions do not only take place in the individual sessions on site in an isolated fashion. Rather, the participants make their contributions publicly available by means of medial formats. So interested persons, who cannot be present at the session, can take part in discussions.

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Reflective practice and learning from mistakes in social work student placement

All over the world social work students have to do a certain amount of hours of student placement to get a degree. They gradually act like social workers, learn from their experience and sometimes they make mistakes. Being wrong is an unpleasant emotional experience but it may lead to a constant and productive tension to maximise learning and minimise harm caused to service users and/or other people. This process may be more fruitful if the reflection is nurtured by 'smart questions' and a specific reflective framework proposed for an in depth reflection on errors and failures. Also strategies of concise reflective writing are very effective in in this learning process. The social work students at the University of Calabria in Italy have used the reflective tools mentioned before and the main results of this experience will be illustrated during this presentation.

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Key words:

reflective practice
mistakes
student placement
reflective writing

Emancipatory learning through critical reflection on own learning and practice as social work students

Involving ten students and two teachers. The pilot is aiming at sharpening students' awareness of how power issues on political, structural and relational levels may influence social work practice and help them interact on all these levels, and strengthening students' abilities for developing critical understanding of their own practice as well as interrogating critically assumptions, attitudes and values guiding their practice.

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Key words:

critical reflection
emancipatory learning

Promoting perceptive and reflective communities of practices as necessary contexts for educating perceptive and reflective social work practitioners

The presentation aims to outline and discuss an approach to promoting perceptive and reflective communities of practices in social work education in order to educate social worker with the necessary potential to address the complexities inherent in the challenges that confront social work education today. The approach operationalizes, among other, the following concepts; the concept of practice, the concept of virtue and the dialectical movement back and forth between tacit and explicit knowledge. The approach draws on several sources, including Aristotle's distinctions between different kinds of knowledge; Phronesis, Techne, Episteme and Sofia.

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Key words:

Reflective practice

L'auto-évaluation comme un outil d'apprentissage dans la formation au service social

La contribution est centrée sur le thème de l'autoévaluation de la part de l'étudiant qui a conclu une expérience de stage, considérée comme une partie importante de la formation en service social proposée par les programmes universitaires italiens. Bien que l'évaluation des résultats formatifs soit confiée à des experts (enseignants, tuteurs, superviseurs), dans le Rapport final du stage, l'étudiant doit évaluer son expérience. On va présenter les résultats d'une recherche sur la pratique de l'Université de Turin qui valorise beaucoup la phase de l'apprentissage à travers l'expérience. D'après les résultats de l'analyse des Rapports finaux de stage de 56 étudiants de troisième année de formation en Service sociale, ce travail est destiné à proposer une réflexion sur l'utilité de l'auto-évaluation de la formation professionnelle des élèves de service social.

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Key words:

autoévaluation
apprentissage

Renforcer la professionnalité grâce à l'analyse de l'activité – Compte rendu d'un processus de formation continue en institution

L'Organisation romande d'intégration et de formation professionnelle Sion (Orif Sion) réalise des mesures de formation visant l'intégration socioprofessionnelle d'adolescent-e-s en difficulté. Le concept pédagogique servant de référence au personnel éducatif s'appuie sur trois concepts clés: la médiation pédagogique, la psychopédagogie cognitive et la pratique réflexive. Afin de renforcer les compétences des 85 intervenant-e-s sociaux, l'institution a mis sur pied une formation continue basée sur le modèle de l'analyse de l'activité. Cette communication entend rendre compte de cette expérience et de son évaluation. Cette dernière a mis en évidence que le recours à la vidéo a permis l'identification et l'explicitation des pratiques, une meilleure articulation théorie-pratique, ainsi qu'une évolution dans la manière de concevoir la pratique.

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Key words:

formation continue
analyse de l'activité
professionnalité
pratique réflexive

Teaching students to critically engage with social justice issues through the framework of signature pedagogy: a view from a BA social work course in Sweden

The presentation gives an insight to the pedagogical philosophy and implementation of a course offered third year BA social work students at Gothenburg university, Sweden. At the core of the course is a deep commitment to encouraging students to find creative ways to re-connect social work to the social justice issues and strengthening the professional identity of social work students. This is made possible by engaging the student on a number of levels, namely developing an appreciate for a common heritage and collective identify of social work practitioners, (e.g. Jane Addams in the USA and Ebba Pauli in Sweden), engaging with contemporary ecological issues (e.g. Dominelli, 2012) and nurturing and encouraging both collective and individual social work practitioners to become more visible on a public domain.

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Key words:

social justice
professional identity
signature pedagogy

From training to supervision. How to become and remain a reflective practitioner?

Social Work, especially in this time of great change, must be able to constantly reflect on its working experience, on the action of the organizations in which it operates and more generally on the development of social policies. In Italy, a tool - suggested also by the Code of Ethics - that can support these reflective paths, is professional supervision; its characteristics, however, are not clearly defined, and it is still rarely practiced. The few amount of researches made in Italy shows that only a small part of social workers use this tool; on the other side, most of them has had the opportunity to combine, in their own education, training experience with theoretical courses. Many social workers also become, during their working life, educational supervisors of social work students. How and why this "reflexivity cycle", in most cases, does not come to the use of professional supervision?

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Key words:

training
supervision
reflexity

Les compétences informationnelles des étudiants en travail social : convergences de réflexion et d'action des formateurs et des documentalistes

Notre contribution présentera le dispositif éducatif et formatif adopté face à ce défi renouvelé que constitue la maîtrise de l'information à l'ère numérique, pour un futur travailleur social. Il s'agira aussi de donner à voir la coopération mise en œuvre entre documentalistes et formateurs : notre cheminement pour aboutir aujourd'hui à un ensemble de séquences proposées durant les trois années de formation.

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Key words:

compétences
informationnelles
coopération

Teaching for independence

Social work students need to take on responsibility and work independently. This is crucial for their future role as social workers as well as during their education. In spite of this, experiences drawn from a series of workshops and assignments on academic writing indicate that seemingly many first year social work students do not take on full responsibility for their studies, and a number of them try to put the responsibility of their success, or lack thereof, on other actors. Our concern, emanating from these experiences, is how educators might encourage students to realize their own power and responsibility instead of placing it outside themselves. This issue has been addressed by various researchers, conceptualized as a transition between different sociocultural structures. Development of new educational strategies, including peer-reviews and expectations on independent work, might facilitate this transition and thus help students to take on responsibility and work independently.

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Key words:

responsibility
independence
higher education
professor-student
relationship

"Either-Or-Polarities" vs. "Both-And-Combinations" for core competences in social work: The ALOHA-Intervention-Model

In aiming to support clients appropriately, professionals in social work often find themselves between conflicting priorities: Should an adequate intervention be either target-oriented or process-oriented, either standardized or individualized, either strictly conceptual or strictly flexible, either "top down" or "bottom up"? Practical experience of professionals in social work shows: Methods need to be dynamic in a range of approaches beyond the bipolarity of "either-or". This poses challenges on professionals with respect to responsible decision making. No concept so far offers methodical help to achieve the objective of shaping interventions "tailor-made" appropriately. On the basis of both established theoretical concepts and case vignettes, a new, innovative model that defines core competences for social work practice was developed: ALOHA-Intervention-Model.

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Key words:

intervention model
method

Apprendre à voir à travers les yeux d'un expert : Que pouvons-nous apprendre de l'expérience de la vie réelle et cette expérience peut-elle vraiment être enseignée?

Trouver des moyens efficaces d'enseignement dans lesquels les travailleurs sociaux débutants peuvent apprendre de bonnes compétences de prise de décision est une priorité importante. Cette présentation fera le rapport des résultats de deux études empiriques connexes. La première étude est une étude ethnographique de la prise de décision en contexte réel dans les services de protection de l'enfance, qui a constaté que les praticiens très expérimentés engagés dans des processus de reconnaissance des formes plus sophistiquées pour analyser des informations complexes. Plutôt que d'être submergé par trop d'informations, ils se sont penchés sélectivement sur des informations plus importantes. La deuxième étude est un essai contrôlé randomisé dans le but d'aider les étudiants en travail social à développer de meilleures compétences de prise de décision en utilisant, de manière intensive, les commentaires de praticiens experts relatifs à des vidéos.

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Key words:

decision-making
pedagogy
randomised controlled
trial

How can we use our experience from the practice research network to qualify the work together with our students in relation to identify their focus in their bachelor thesis?

This paper presents our experience from collaboration with practitioners on Practice Research. It discusses how to use experience of working with a narrative approach to qualify students' work.

The student has to find a theme for their bachelor project, and change the theme into an investigation question. We find that many students forget wondering about aspects of social work practice getting too focused upon different perspectives in theory of science. This often means that methods and theory own the project instead of letting the student's wonder about practice become a starting point and a driving force for the whole project and its investigation.

In the Practice Research Network, we have worked with a narrative approach inspired by the H.C. Andersen fairytale Clumsy Hans. How can we use this experience in together with the students?

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Key words:

qualifying ba-projects
narrative approach
practice research

To integrate theory and practice in social work education by involving practitioners and students in the process of teaching and learning

To prepare students to the demands and challenges they will face in their professional role as a social worker, it's important that during their education acquire not only an understanding of the scientific basis of social work as the ability to develop and implement social work at different levels of society in cooperation with people concerned.

The purpose of the presentation is to describe our thoughts for course design and give examples of methods to integrate theoretical understanding with learning activities for profession-specific skills training, developing self-awareness, empathy and a professional approach. One strategy to achieve this is to involve practitioners in social work and representatives from user-organisations. Another strategy is to involve students themselves to take an active role in their learning process, for example by role-play, to lead group activities with students in the beginning of their training and various peer support methods for feedback.

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Key words:

integration of theory and
practice
involving practitioners and
students and service-
users
professional approach

La structure apprenante comme modèle de formation

Les profils des stagiaires s'orientant vers la formation CAFERUIS sont en grande mutation au sein de notre établissement. Principalement travailleurs sociaux, ils sont aujourd'hui en moyenne à 85% des aspirants à la fonction de cadre intermédiaire. Comme les outils pédagogiques dont nous faisons usage jusqu'à il y a peu ne leur permettaient plus d'appréhender les enjeux et le caractère systémique de la fonction qu'ils souhaitaient occuper dans un avenir proche, nous avons fait le choix d'adosser notre offre de formation à une structure apprenante mobilisant ses parties prenantes. L'usage de ce concept nous a donné les outils pour formuler un climat propice à l'apprentissage, favorisant le développement des compétences individuelles et renforçant celui des compétences collectives.

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Doing what works, improving Social Work education by focusing on effectivity

What kind of actions in education have the highest influence on achievement of students? Based on the meta-research of John Hattie, this presentation will talk about the effect of educational actions and factors that have major influences on the advancement of social work students. Karel de Grote University College applied the principles of 'Visible Teaching – Visible Learning' to social work education. With this presentation we would like to share our experience.

We aim to inspire you with simple educational actions and basic techniques that will improve the learning outcomes of students. We will share crucial elements in our education that have a major influences on the advancement of social work students.

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Key words:

John Hattie
visible teaching and
learning
quality
educational actions
teaching strategies
feedback
growth mindset
evidence based

The importance of collective social intervention in the social work training program

As a French student, my contribution will be to show how implication of clients, students, teachers and professionals in the training process is important for the evolution of social work practice. I can explain how French social work and my Anglo-Saxon experiences are complementary and increase my practices. This contribution will demonstrate how students can build bridge between practice and school, why more partnership abroad can really enrich a student and help to transform our practices in our actual European society: precarity context and minorities arriving from other continents.

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Key words:

collective work
empowerment
group dynamic
community work

Practice based learning in a community

Over the past four years, the social work department of the NHL University of Applied Science in the Netherlands, invested in developing a more practice based curriculum.

In so-called 'communities of learning', students work together on assignments submitted by social workers or their organizations. Coaching and counseling, done by the lecturers take place in a 'real social work practice'. This means that the lecturer is also present in this practice, for example: a village, a neighborhood or social work organization. The lecturer facilitates the students in connecting practice, theory and research

In this way they create not only a community of learning with students, but also a community where students, lecturers and social workers learn and work together. This collaboration creates new insights and innovations for social work education and practice and it also contributes to the connection of practice, theory and research.

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Key words:

practice based learning
learning community
innovation
co-creation
connection practice
theory
research

Factors shaping the attitudes of social work students to community social work – case study in the Czech environment

The objective of this paper is to identify the factors shaping the attitudes of the students of theories of social work course to the potential applications of community approach in their personal practice as social workers. The research methods used include focus groups, which reflect certain aspects of application of community work to real-life social issues, and content analysis of the submitted community projects.

The research presented in this paper identifies the key factors shaping the students' attitudes and proposes ways in which community work teaching in the Czech Republic could reflect these factors.

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Key words:

students attitudes to community work theories of social work Czech republic

Dialogue and participation in Community Work. Action Research activity as a way for community development and improvement of Social Work education

The common elements and factors approach examines the effectiveness of discrete techniques and strategies that are used in many interventional protocols, rather than at the effectiveness of the strict protocols themselves. In my PhD dissertation I use this approach to teach social workers to conceptualize their practice in a clear and explicit way, in order to systematically evaluate their interventions. I ask social workers to set measurable goals together with the service users and to specify the elements they are using in actual practice. In this way I hope to gain important knowledge regarding workers' everyday practice, which will inform the research literature, and no less importantly, workers themselves. Working on this project, I was not surprised to learn that when gains to practice are apparent, closing the gap between research and practice is important not only to researchers but also to practitioners themselves.

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An evaluation of social work education in Turkey through the model of open education

Social work education involves theory and practice. It is aimed at having students acquire a set of skills and the universal values of social work as well as the information that is necessary for vocational practice through the education conducted under supervision support. Therefore, social work education calls for formal education based on face-to-face interaction in the classroom. After all, the open education model that arose due to the rapid increase of technological developments in education area in recent years began to appear in social work education. Examples from different countries indicate that social work undergraduate and postgraduate education could be given through open education in a way that is linked to formal education and under enough supervision support with a limited number of quotas.

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Key words:

distance education
open education

Social work education in Turkey: trends, professional issues and future opportunities

Social work education in Turkey began with the foundation of the Social Work Academy in Ankara in 1961. Then in 1967, within Hacettepe University a department of social work was founded. Until 2000s the Social Work Department at Hacettepe University remained the only institution offering social work education. As a result of the growing demand for social workers, the numbers of social work schools are increasing. Today approximately 70 universities have social work departments and two distance education programmes in Turkey. However, the new social work departments have partly been founded without professional social work knowledge and thus the quality of education and professional standardization remains inadequate. This leads to a critical debate concerning the quality of social work education in Turkey and also concerning the lack of competencies of social workers graduating from these recently founded departments.

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Key words:

profession
distance education
social workers
Turkey

Ideology, Values and Current Developments in Social Work Education in Turkey

Social work education (SWE) has ties with a country's socio-political system and the dominant social welfare paradigms. In this study, we aimed to analyze dramatic growth of number of social work schools in Turkey, with the political and ideological factors that contributed to this process. Literature review and semi-structured interviews have been used in order to analyze the development of social work education in Turkey. We discussed how social work education in Turkey has been and still being shaped by the social-political structures. We traced the relation between the dominant social welfare paradigms and trends in Turkish social work education. We analyzed three distinctive periods of social work education in Turkey as "the emergence of SWE", improvements in SWE", and "expansion of SWE". We conclude with a brief critical review of current social work education in Turkey in relation with the international social work educational standards and principles.

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Key words:

Turkey

Social work education and social policy: How Swedish social work academics engage in policy practice?

Sweden has a reputation of being developed welfare state with well-established social policies and welfare institutions. Social work education and social work research are also established parts of the Swedish academic system and most social workers are trained in the system of higher education. Social policy courses are regularly important and mandatory parts of the Swedish social work programmes and they include teaching on both national social policy development as well as comparative welfare state theories. Nevertheless, the relationship between social work academia and social policy in Sweden is relatively unknown. We do not know the level of social policy engagement among social work scholars and teachers. This paper tries to uncover a number of questions around Swedish social work academics involvement and engagement in social policy issues and social policy formulation.

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Key words:

policy practice
social work academics
social work
Sweden

Are Swedish universities teaching a human rights perspective in social work?

The purpose of our forthcoming study is to analyse in what way courses in research methods have integrated a perspective of human rights and social justice at the undergraduate level of the social work education in Sweden.

In the study we are going to analyse the curriculums of contemporary courses in research methods at three Swedish universities. By using a qualitative method, we will undertake a content analysis of the curriculums, the literature lists and if possible by observing the lectures and seminars. In addition, we will also interview persons in charge of the courses to learn how they reflect on the issue. The selected social work programs are held at the universities in Stockholm, Lund and Gothenburg. These programs are the oldest and the largest social work department in Sweden.

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Key words:

curriculum
research method
human rights
social justice

Social workers' competences advocated in social services: an Italian extensive survey in the frame of the ESCO project

The paper presents the results of an extensive survey, carried out with Italian social workers, investigating their opinions regarding the competences deemed necessary (or advocated) in their workplaces. The investigation use as reference the list of competences and qualifications defined within the frame of the European ESCO project, promoted by the directions of Social Affairs and Education o improve workforce mobility and harmonisations of educational paths. Results of the research may contribute to definitions of social work curricula.

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Key words:

social work competences
European workforce mobility
improvement of social work curricula

How does the national context impact on social work professional identity?

What does professional identity mean for social workers internationally? Exploring connections and differences, this paper draws on a comparison between social work identities in England and Scotland. The key themes which will be of interest for social work educators in any nation.

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Key words:

professional identity
England
Scotland

Organizational Differences in the Structure of Field Education in the USA and Russia: Lessons Learned from a Faculty Exchange Project

The paper examines key differences in the organizational structure of field education in the US and Russia through information gathered through a faculty exchange project between the University of Iowa in the US and Perm State University in Russia. Differences include more localized versus centralized structures as well as differences who how competencies of the social work programs are established.

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Key words:

field education

Reform of Social Work Education in Switzerland: What Implications for the Organization of Social Institutions in the Field of Disability? What are the Issues at Stake for a Sustainable Future of Social Education?

Following transformations in the Swiss social work training system, including a multiplication of education levels, social institutions in the field of disability have to rethink their work organization so as to integrate social education professionals with different degrees of education: socio-educational assistants with a diploma of VET (SEA), social educators with a diploma of higher VET (SEH) and social educators with a Bachelor of Arts (SEU). Based on a qualitative study (2014-2016) that explored the representations of practitioners (SEAs, SEH and SEU) and employers working in institutions for people with disabilities in French-speaking Switzerland, this paper describes how work is organized between the three professionals profiles (definition of job descriptions, attribution of responsibilities and activities,...). It also points out the issues this organization raises for both the future of social education professions and the continuing quality of accompaniment for residents.

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The revised German Qualification Framework of Social Work (Version 6.0) - Proof of German thoroughness or a never ending story?

A profile of scientific qualifications is achieved through processes of teaching and learning that necessarily enable empowerment and participation in the production of scientific knowledge. This is done through the use of scientific methods and the simultaneous critical reflection, review and evaluation of scientific knowledge bases. What we know: The QF SWork is a trend-setting framework for structure and orientation of study programs of Social Work (between milestone, stumbling stone, kidney stone and the Philosopher's Stone?). What we want to know: We want to discuss the QF SWork with our European partners. Where commonalities in terms of understanding of science are etc. and where are differences? The presentation wants to give a contribution to the professionalization of Social Work.

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Brexit: Investigating the Implications for Curriculum Development and Teaching on Diversity

The genesis of anti-oppressive social work in anti-racist theory, has resulted in race rather than ethnicity being foregrounded in British social work education. However, during the United Kingdom's referendum on leaving the European Union, many politicians and the media blamed Eastern Europeans in particular for undercutting wages and putting pressure on employment, housing, health and school places. This has intensified the negative stereotyping of Eastern European families at a time when they are also now facing uncertainty over their immigration status as Britain negotiates its exit from the European Union. This study exams to what extent the current social work curriculum is equipped to effectively address this development and proposes innovations to anti-oppressive theory and training.

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Key words:
Eastern Europeans

Social work education and social work practice

The purpose of the presentation is to discuss and problematize the relationship between social work education and the professional social work practice. How can we in the education system promote a more comprehensive and analytical social work and affect the definition of usability?

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Force of nature? A critical reflection on the transformation of the Dutch welfare state

The aim of this presentation is to give a critical reflection on the theoretical fundamentals and ideological assumptions underlying the transition of the Dutch welfare state. By using Habermas' theory of communicative action and critical discourse analysis we will try to gain more insights in the workings of contemporary Dutch welfare state. We will argue that the renewed emphasis on the lifeworld which was one of the important legitimations for the transition paradoxically seems to result in an even further colonization of the system world. Furthermore we will analyse the changing, individualised, meaning of the concept of empowerment to understand the ideological influences on these developments. Additionally the presentation will try to answer questions on how, as social work educators, we should relate to the dominant discourses of today.

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Key words:
empowerment
lifeworld
systemworld
participation society
discourse analysis

Conceptual and Quantitative Development of Education in Social Work in Slovakia

The paper is focused on the presentation of the concept and development of education in social work in Slovakia since 1990 to the current period. It investigates the period from the establishment of the first Department of Social Work in Slovakia to the practical application of the Social Work Act no. 219/2014 Coll. It is also oriented on the efforts of universities on the compatibility of the curriculum in the field of social work and on research findings in this field. Efforts for compatibility of study programs are influenced by practical needs; its character was created using the results of research. The paper focuses mainly on the development of the core curriculum and the contribution of the Social Work Act for education in social work. The contribution is accompanied by quantitative data on the number of students who finished social work studies for selected reporting period and by the analysis of social work graduates employment in the labor market in Slovakia.

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Key words:
social work act
students
social work graduates

Similarity and Diversity between Social Work Curricula in Romanian Higher Education Programs

Before becoming an EU member state in January 2007, Romania started to work towards the achievement of the Lisbon Strategy and Bologna Process objectives by reforming the education system in order to have a better, more flexible and coherent education system that responds better to the needs of labor market. Since then, a series of legislation acts had been adopted, accompanied by procedures establishing the reference and specific standards for external assessment of academical quality of both undergraduate and graduate level programs. Based on the existing framework, the study aims at presenting the points of convergence as well as divergence on the Social Work Programs, undergraduate and graduate levels, implemented by 14 Romanian universities, both public and private, and a literature review was completed based on the available materials for current and previous academical years.

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Key words:
education for social work
undergraduate
graduate programs

Contemporary approach to education of social work in a virtual environment

Virtual communication is the universal and dominant form of communication in almost all age groups, and today is almost impossible to avoid online environment. Experts are facing new risks and problems for service users in online environment and should be able to give effective respond and provide suitable intervention. Presentation will include detail description of the implementation of the e-course "Social work in virtual environment" at University of Zagreb.

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CHAT in communities of learning takes Social Work up HILL

Social Workers have to be agile, aware and reflective to develop sustainable solutions for complex environmental problems for now and in the unknown future. Boundary crossing skills, practiced in collaborative teams, can be helpful in developing these competences. Whereas change inevitably evokes reactance and resistance and is usually seen as a problem, the cultural historical activity theory, labels disparities and tensions as a fundament to learn (Engeström, 1999). This theory combines history with future and individual learning with it's context.

Collaborative Learning is one of the seven components of High Impact Learning that Lasts (Dochy 2015). One condition for collaborative learning is to have a shared vision about the task of the team, the context and the team itself. To accomplish that you need to understand each other's perspective is which requires communication and dedication.

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Students of social work and people with experience of being refugees design media productions

As only a few male refugees were willing to make their voices heard during the short period of the film project “voices – أصوات – Kaig – Stimmen – voix”, the Esslingen University of Applied Sciences offers in the winter semester 2016/17 two more seminars for people with experience of being refugees and students of social work. Together they will design media productions such as weblogs or online maps and create content for a smartphone-app, e.g. video clips or sound files about the asylum procedure or house-hunting in Esslingen. The aims of the seminars are: cooperative work between students and refugees, the principle of coproduction, discussing perspectives on different topics and giving refugees a voice. In Paris during the conference the method of teaching and learning, the process of the seminars and some media productions will be presented and discussed.

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Key words:

media productions
refugees and students

Enjeux éthiques de la formation auprès des étudiants en travail social à l'ère du virtuel

Notre rapport au numérique a considérablement évolué: la communication s'effectue rapidement, en tout lieu et avec tout individu. Différents comportements révèlent un délitement des frontières entre vie publique et vie privée. Les travailleurs sociaux se trouvent aujourd'hui confrontés à des personnes dépendantes du virtuel.

Une réflexion sur l'éthique et la responsabilité liées au virtuel dans la formation des étudiants en travail social nous semble pertinente. Nous souhaitons évoquer, en premier lieu, la relation de générations d'étudiants ultra-connectés. À quels questionnements éthiques sont-ils confrontés travers de ces nouvelles technologies dans leur formation ? Ensuite, que signifie une « responsabilité éthique » des formateurs ? Comment le formateur accompagne-t-il les étudiants à identifier la complexité du virtuel ? Afin de tenter de répondre à ces interrogations, nous prendrons appui sur notre pratique pédagogique de formatrice auprès d'étudiants en travail social.

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Key words:

étudiants
virtuel
éthique
responsabilité
pédagogie

Une mesure suppl ementaire pour le combat de l'abandon scolaire : Bourse de Collaboration, un nouvel abordage de l'Action Sociale, le cas de l'Universit e de Tr as-os-Montes et Alto Douro

Dans l'enseignement sup erieur, on constate le manque de ressources pour appuyer les jeunes dans la poursuite des  tudes. Les universit es voient, ainsi, leur population  tudiante diminuer, d'une part parce que les jeunes n'arrivent pas   y entrer, et d'autre part parce qu'ils abandonnent pour des raisons  conomiques. De cette forme, ils cherchent des moyens alternatifs aux aides sociales de l' tat en recourant aux bourses de collaboration. Le Fond de Soutien Social, de l'Universit e de Tr as-os-Montes et Alto Douro, a  t  cr e comme un nouvel abordage d'action sociale o  de nouvelles formes de responsabilit  sociale font la diff rence pour maintenir ses  tudiants. Bas  sur un travail d'investigation, le d veloppement de la recherche s' st appuy  sur une m thodologie mixte. Pour la collecte des donn es, il y a eu recours   la recherche documentaire, bibliographique ainsi que les entrevues effectu es en r el avec comme finalit  de v rifier l'impact de cette mesure.

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Key words:

politiques d'action sociale
bourses d' tude
enseignement Sup erieur
fond d'aide sociale
responsabilit  sociale
changement social

The issue of compliance of social work professionals' education with the requirements of labor market in post socialist countries: case of Armenia

The education process for social work goes through crisis in post-soviet era in terms of existing severe discrepancies with labor market requirements. Numerous reasons is conditioned with the heritage that has been received by post-soviet countries from the previous planned system including the labor market. Social work continues to struggle for institutionalization through nearly 25 years of post-soviet reality. The insufficiency of dialogue between educational institutions and labor market leads to the suspension of institutionalization. Educational institutions are "lost" in the labor market complementing the non-professional places. The absence of "own school" and the passivity of sharing best practices of educating, put the educators themselves in a set of cycle. The author refers to a set of possible solutions for overcoming crisis and debates the case of Armenia to mirror the demands of entrepreneurship thus determining the challenges of social work in the changing labor market.

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Key words:

market crisis
post-socialist education

Who drops out and who finishes? Admission criteria and success in Social Work studies

This study explored differences between 389 Israeli students in a Social Work department who finished their studies and 120 students who began, but did not complete their degree. Three groups of variables were compared: demographic variables, test scores, and assessment of participation in a group interview prior to acceptance. We used computerized data from our academic institution concerning candidates who applied for school between the years 2004-2013. Using this data base, we accessed information connected to the three-stage admissions' process used in our school. Results: Except for gender, there were no significant differences between the students who finished their studies and those who dropped out. Among the students who completed their degree, only women, who received a higher score on the psychometric test, finished their studies with a higher average. Only the men, who had a higher score on their matriculation exams, ended with a higher GPA.

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Key words:
admission criteria
success
social work students

Social Work and policies to higher education access: support strategies toward conclusion

The study is about the students' social services policies to students from social vulnerable groups in state universities. This study integrates the ecossocial dimension of students in learning process in order to be analysed the impact of the austerity measures created by the socioeconomic crisis, between 2008 and 2014, on the everyday of students and on the learning outcomes. The study was conducted using mixed method of research and the results point out strategies to prevent dropout and overcome difficult social conditions which can be useful to support decision taken by schools of Social Work to improve the support and financial policies to this specific group of students.

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Key words:
access to higher education
students' social services
social work

Trajectories of Career of Social Work Graduates

During the first decade Social Work study program had high rates of admissions, there were two parallel groups of full time and part time students. But in the second decade admissions have been gradually dropping and in the September 2015 only 13 first year students have started their studies in Social Work bachelor program. While looking at the societal changes and possible structural and organisational influences of the low status of social work profession, we have decided to do a survey of our graduates and look at: which pathways in their career did they go? Who has stayed in social work profession and who has not and why? What status have they reached? 407 graduates of social work study program of Vilnius University, who have graduated in years 1999 – 2014, have participated in the survey and the findings of the research will be discussed in the presentation.

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Key words:

career of social workers
social work graduates
professional motivation
status of social work
profession

Participant perspectives of the Vidaview Life Story Board as a novel and anti-oppressive qualitative interview tool for community-based participatory research with people who inject drugs

Despite the popularity of participatory research, little is known about the experiences of community-based research participants. The goal of this project was to analyze the feasibility, utility and accessibility of the Vidaview Life Story Board™ using qualitative interviews conducted by people who use(d) drugs. Twenty-four people who use injection drugs were interviewed by trained community researchers using this visual tool. After initial data collection, research participants were interviewed to assess their perspectives on the experience. Results support the usefulness of the LSB and underline the anti-oppressive potential of research led by people with lived experience that minimizes power differentials.

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The use of open spaces for dialogue in the promotion of mental health

Authors present the results of the project promoting mental health in student groups. It referred to the importance of direct contact and of acquiring first-hand knowledge for the development of open and understanding attitudes towards people with experience of emotional difficulties. Four-year project activities included conducting a training cycle with the participation of people experienced for teaching staff in universities and students. A group of 625 people participated with varying intensity in 35 training sessions involving the selected issues of mental health disorders and mental illnesses. The project aim was the critical analysis of relevant aspects of the training to create open spaces for dialogue. The results show the importance of the ability to produce - in the training group - emotional openness on the individual experience of suffering, hope and willingness to undertake dialogue on the meaning of this experience.

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Key words:

mental health
service users
innovatory practice

Le travail social latino-américain peut-il influencer les modes d'intervention des travailleurs sociaux en France?

Après l'indétrônable référence nord-américaine aux méthodes d'intervention communautaire québécoises, un nouveau souffle pour l'action sociale française pourrait venir des travailleurs sociaux sud-américains.

Support méthodologique indispensable de ces professionnels, le Travail Social Communautaire est une approche basée sur la participation consciente et organisée de la population à l'amélioration de ses conditions de vie. A partir de l'expérience de Villa El Salvador, l'un des plus grands bidonvilles de Lima, au Pérou, devenu district grâce aux pratiques d'entraide et d'autogestion de ses habitants, nous proposons de réinterroger la notion de « participation » des citoyens notamment dans des contextes de pauvreté extrême. De même, en évitant toute transposition mécanique du modèle latino-américain en France, nous proposerons une réflexion sur ce que cette approche peut apporter au Travail Social et à la formation des professionnels en France.

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Key words:

Amérique latine
modes d'intervention
travail social
communautaire

Professionnalisation des pairs aidants. Analyse d'une action de formation innovante

Cette contribution se donne pour objectifs de resituer l'impact de la pair aide, depuis le contexte Nord-Américain et psychiatrique, dans le secteur - aujourd'hui - de l'insertion, du travail social français et européen (Belge). Rendre compte et apporter des éléments d'analyse d'une action de professionnalisation novatrice de pairs aidants, ancrée dans le secteur de l'Insertion, menée avec l'IRTS de Neuilly sur Marne et dont le cadre de référence tient compte des orientations déclinées par le projet de la Fondation de l'Armée du Salut, mais aussi des orientations présentes dans le Plan d'action en faveur du travail social et du développement social et dans les Etats Généraux du travail social. Du fait de leurs connaissances, savoirs expérientiels et d'usage des questions liées aux processus d'exclusion, réaffirmés par les politiques publiques, les pairs aidants deviennent des acteurs incontournables des dispositifs de formation, d'accompagnement et de lutte contre l'exclusion.

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Key words:

pair aide
professionnalisation

What can be learned from service users?

The subject of our presentation is about the place of “concerned persons” or service users, in the training of social workers. In France, Axis 1 of “Plan of Action in Service to Social Work and Social Development” from October 21, 2015 developed this idea in stating the importance of “including the participation of concerned persons in order to better serve them.” This Axis further advises to “ensure that concerned persons have a role in initial and continuous training.” Two reasons are suggested: it is important to create a dialogue in which each person in the interaction is viewed as equal, as well as to recognize the “expertise d’usage” or the expertise of the concerned person. The principle that the concerned person is the expert in his or her own life and the social worker is the learner is also imbedded in the education and training of social work students in the United States. We want to develop the latter point in particular.

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Key words:

service users
existential knowledge
knowledge formation

Le collectif et la péréquation au service de la formation Répartition collective des stages CESF

Stages : démarche collective et solidaire.

C'est le centre de formation qui est à l'initiative de la recherche de stage et nous proposons aux étudiants de se mettre d'accord sur un principe de péréquation qui consiste à s'engager à partager tous les surcoûts liés au stage. Nous levons ainsi le frein économique, chaque étudiant peut alors se positionner sur un stage correspondant à son projet professionnel sans contrainte financière.

Les étudiants sont alors amenés à débattre collectivement d'une part, sur les conditions de mise en œuvre de ce principe de péréquation et d'autre part sur la répartition de ces propositions de stage.

Pédagogiquement, l'intérêt est de travailler ici les notions de travail d'équipe, de médiation et négociation en faisant vivre les valeurs du travail social (solidarité, écoute, respects des réalités de chacun...).

Il s'agit également de faire vivre aux étudiants les réalités de la vie associative, et être ainsi au cœur des réalités professionnelles.

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Key words:

stages
péréquation

Approche didactique de l'éducation technique spécialisée

L'objet de cette communication animée par un étudiant et un formateur vise à présenter une méthode d'analyse de la pratique des éducateurs techniques spécialisés. C'est à partir d'une théorie des situations didactiques (Brousseau 1978) qui suppose que former ou enseigner ce n'est pas transmettre de la connaissance mais agir sur une situation afin qu'un sujet produise un savoir que cette méthode s'organise. Elle s'appuie notamment sur les concepts de situation didactique, de contrat didactique et de situation fondamentale. .

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Key words:

éducation technique
spécialisée
théorie des situations
didactiques

Des pédagogies innovantes pour « moderniser » l'alternance intégrative dans les formations en travail social : expérimentation, évaluation et perspectives à l'IRTS de La Réunion

Depuis quelques années, l'IRTS de La Réunion initie de nouvelles formes d'alternance intégrative en collaboration avec l'ensemble des acteurs concernés.

En 2016, le PREFAS de La Réunion pilote une évaluation de ces expérimentations afin de formaliser et capitaliser une ingénierie pédagogique (méthodologie, conditions structurelles et moyens organisationnels...) pour développer ces pratiques novatrices en vue de «moderniser la modalité stage» et donc le processus de professionnalisation dans l'ensemble des formations en travail social. L'objet de notre communication est de présenter l'impact de ces innovations pédagogiques mises en œuvre pour l'acquisition des compétences des étudiants et d'en apprécier les éléments généralisables et/ou spécifiques à l'ensemble de nos formations pour impulser une diversification des modes de professionnalisation dans les formations sociales, et conséquemment de nouvelles pratiques en adéquation avec un environnement et un public se complexifiant.

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Key words:

alternance intégrative
pratiques novatrices
évaluation
ingénierie pédagogique

Paris/Berlin, la question de l'alternance intégrative

Notre proposition orale s'appuie sur un partenariat entre la Tjfbg (Berlin) et l'ETSUP (Paris). Depuis deux ans, ces deux centres de formation en travail social organisent des séjours d'échange de pratiques entre les étudiants et formateurs des deux pays. Cette année, nous organisons un séminaire, entre formateurs, sur la question de l'alternance intégrative. Nous souhaitons, dans cet exposé oral, soumettre les résultats de notre travail.

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Key words:

alternance intégrative
pédagogie
innovation
partenariat

Tipping the critical edge in social work education: the impact of current forces on the delivery of field education in Australia

Field education is generally acknowledged as one of the most important components of social work programs and recognised as the major vehicle in the transmission of professional skills, knowledge and values. However, significant changes in welfare settings as well as in higher education, has impacted on the delivery and viability of field education programs and has created a significant challenge for social work field education programs.

This paper presents the findings of recent research that surveyed all social work field education programs (30) that offer the Bachelor of Social Work and Master of Social Work (Qualifying) in Australia during 2015. Information about how field education is currently delivered and how Universities are responding to the challenges are discussed, including innovative and creative ways to deliver their programs.

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Key words:

field education
placements
supervision

Practical training internships, the way towards performance and competitiveness in social assistance

The hereby study aims to prepare a new methodology targeting the practical training of students in the field of social assistance. In order to reach this goal, a qualitative research was conducted, based on the organizing of two focus groups. The focus groups were attended by professors and students of the Faculty of Sociology and Social Assistance of the University of Bucharest, Romania, as well as by practical training tutors within public or private bodies that the faculty collaborates with. Based on the results of the research, a new methodology was proposed for the development of the practical training internships, also designed to be useful for the following generations of students.

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Key words:

practical training
performance
competitiveness

Reflecting experiences: a phenomenological approach in the supervision of Social Work internship students

This paper presents and discusses a reflective exercise conducted with Social Work students enrolled in a Portuguese public University that undergo an intensive internship experience. The exercise, in line with a phenomenological approach, took the training experience of student internees as the basis for the production of reflexive insights on the incorporation of practical knowledge and socio-professional competences. As such, the exercise subject of our attention can be identified with a developing trend in Social Work, as many authors claim, that decenters the supervision from the tutelary figure of the academic supervisor, re-centering it in the student, in concrete, through the sharing of his own internship practices and experiences.

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Construire la théorie à travers la pratique avec une investigation-action-participative. Analyse de l'expérience de cirque social du travail social

La recherche qui se présente à continuation se réalise pour la thèse doctorale de l'auteur, dans la ligne de recherche du «travail social, services sociaux et politique sociale» dans le programme de doctorat «Éducation et Société» de l'Université de Barcelone. L'objectif est de connaître le cirque social comme un outil innovateur d'intervention socioéducative et de transformation sociale avec des jeunes en situation de risque et d'analyser le Travail Social dans sa dérivation individuelle, groupale et communautaire à travers ce genre de pratiques artistiques et innovatrices.

La recherche participative permet créer du savoir en utilisant des méthodes coopératives et en relation directe avec le contexte et l'action sociale. Dans le Travail Social, ceci permet connecter la théorie et la pratique à travers de la recherche d'une réalité sociale déterminée.

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Key words:
action
participation

Actes professionnels et territoires, vers une pédagogie innovante au service des professionnels de demain

Les professionnels du travail social vivent actuellement d'importantes modifications territoriales avec la constitution des grandes régions. Ce mouvement se traduit notamment par des migrations de personnels, d'institutions, et interrogent ceux-ci dans leurs fonctions et leurs missions.

Cela interroge aussi chez nous quelque chose qui attire à l'appartenance, voire à l'intime. Le territoire administratif et institutionnel trouvant des résonances dans les Territoires du moi dont parle le sociologue E. Goffman (1973).

Cette effervescence territoriale, certes relative, vient interroger les pratiques professionnelles et invite à les réinventer. Par leurs actions-réflexions, les Assistants de service social participent à la cohésion sociale sur leurs territoires d'intervention.

S'est fait jour une réflexion dans la formation des futures ASS qui a donné naissance à une session intitulée « Actes professionnels et territoires » qui se déroule depuis 3 ans à l'IRTS de Franche-Comté

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Key words:

actes professionnels
diagnostic territorial
formation ASS
coopération
ISIC

La formation comme espace d'élaboration du réel

Innover, c'est dessiner des possibles...mais pas des ailleurs. C'est ici et maintenant inventer de nouveaux paysages et donc, littéralement, de nouveaux points de vue.

Dans ce cadre les appareils de formation ont – en tant qu'organismes tiers – un rôle à jouer pour transmettre un «à venir ». Les IRTS ont trois missions : la formation, l'animation et la recherche. Considérant que la réalité est un système apprenant, je fais l'hypothèse que ces niveaux sont les trois facettes d'un même objet à mettre au travail.

La contribution partira de situations pédagogiques concrètes et montrera comment il est possible de considérer le réel comme un système apprenant en créant des espaces où étudiants, professionnels, habitants et chercheurs tentent ensemble de penser et d'agir sur leur environnement. Dans ce cadre, penser et agir sont considérés comme les 2 moments dialogiques de l'action.

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Key words:

innovation

Challenging the boundaries: redefining family by including animals in the social work curriculum

This presentation approaches the inclusion of animals within social work curricula through both theoretical and practical lenses. Aligning deep ecological principles with a proposed expansion of the social work ecological perspective, the presentation establishes a theoretical rationale for the inclusion of animals within the social work curriculum. In so doing, the presentation aims to describe the subtle shifts in perspective that are required to make social work practice sensitive to the power of attachment relationships with animals, to the vulnerability of animals when subjected to human decision-making in times of stress and crisis, and to the potential strengths inherent in recognising the human-animal bond within our practice.

Utilising examples from disaster planning and response, and from domestic violence intervention, the role that companion animals play within families and relationships is highlighted, and a practical example of animal-inclusive teaching is presented.

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Key words:

curriculum
animals

A program for developing communicative and relational competence among social work students

This article presents the results of a study of the experiences of students and teachers involved in a skills training programme instituted by the social work faculty at Oslo and Akershus University College of Applied Sciences. A key element in the training course, central to social work practice, was competence in communication and relational work. Focus group interviews with students and teachers dealt with factors contributing to skills proficiency. The analysis of the data showed that learning processes for students were much influenced by the relational and communicative competence demonstrated by their respective teachers as social work practitioners. The study also found that students benefited from the integration of theory and practice provided by the milieu of the social work faculty.

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Actor training in social work education: a pilot study of theatre workshops to enhance clinical empathy

Drawing from developments in medical education, researchers will conduct and evaluate a three-part pilot theatre workshop with master level social work students ($n \approx 30$) to evaluate the workshop's ability to enhance empathy among master level social work students. Outcomes will be measured using semi-structured post-intervention interviews with a subset of participants ($n \approx 10$) as well post-intervention written reflections and pre-and-post intervention quantitative evaluation of empathy using King and Holosko's 2011 Empathy Scale for Social Workers. The content of the workshop will differ from traditional role plays, which are common to social work education, in that it will draw from role theory and research on "creative empathy" to emphasize role reversal with clients. Workshops will be held February and March of 2017 with preliminary findings available by April.

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Key words:

empathy
theatre

Secondary traumatic stress: strategies for prevention and resilience in social work education

In today's socio-ecological climate, social workers are challenged more than ever before to advance social and economic justice, and increase human well-being and resilience in individuals and societies who are experiencing heightened distress, increased trauma-exposure, and access to limited resources. Social workers who work with people, who have experienced trauma, report a range of negative effects associated with indirect or secondary exposure to the traumatic experiences of those they serve. When social workers experience extreme negative secondary traumatic stress effects, they are at risk of providing ineffective services and may ultimately leave the profession. This oral presentation will discuss literature regarding secondary traumatic stress in social workers and in social work students, and provide a forum for discussion of implications for social work education.

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Key words:

secondary traumatic
stress

Social Work Education: Social Rights

Social work education is usually oriented towards training specialists in helping profession. Current research has focused on whether lay persons have an understanding of their social rights. The research methodology focused on structured phone interviews (SPSU Resource center) with random sample. Results of the survey reveal that respondents were most familiar with rights, such as medical care, education, labor, and social care. The factor of respondents' education level shows a correlation with the number of identified social rights. Gender and income differences are not statistically significant. In case of facing hardships only a third of respondents would apply to social services, the rest would struggle themselves or rely upon family and friends. The knowledge of social rights, where and how to apply for assistance, may reduce social exclusion and the severity of social work cases. To acquire this knowledge citizens need the availability of educational resources.

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Key words:

social rights
citizens
education

Social work and police, diverging reactions to organisational pressure

This presentation is based on results from a part of a research project aims to show the diverging reactions from social workers and policemen under influence of New Public Management in Sweden. Social workers in Sweden are educated in universities and policemen are educated on commission of the national police organisation. The results show that the managerial trend tends to de-professionalize social workers, in the sense that they are compliant to their organisation and its guidelines. Parallel there are signs of an ongoing professionalization process among and for policemen as a reaction against the stricter guidelines and rules their organisation sets up for their work.

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Key words:

police
professionalism

Spirituality and addiction

Addiction is a condition that negatively affects the mind, body, and spirit. In order to effectively intervene, these same domains (mind, body, spirit) must be addressed during treatment, and a part of ongoing education and clinical supervision with staff that provide treatment. Spiritual education and practices can be an integral aspect of addiction treatment. They also form the foundational principles of many 12-step recovery programs like Narcotics Anonymous and Alcoholics Anonymous, programs that many individuals are referred to as part of their ongoing aftercare treatment plan.

Many treatment programs include information designed to educate clients on the negative impact addiction has on the mind and body from a variety of perspectives, but provide few practices and little understanding on the spiritual aspects of addiction and recovery.

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Key words:

addiction
spirituality

How superdiversity is unsettling social work education

The current polarisation in Dutch society emerges in the classrooms and makes it complicated to see this increasing diversity as positive, as a resource. The key question I want to address is to describe how social work educators are dealing with the unsettling challenges of superdiversity. Two different groups of educators were asked to comment on the outcomes of a study among Turkish- and Moroccan-Dutch students, representing two large ethnic minority student groups in the Netherlands. One of the dilemmas for educators is what is considered to be supportive and inclusive and reducing inequality in education. To be able to play the pivotal role in the upward mobility or emancipation of ethnic minority students the social work curriculum needs to be adjusted to diverse student groups.

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Key words:

superdiversity
capability approach
social work identity

Des parents et des professionnels en dialogue autour du soutien à la parentalité : Croisement des savoirs autour des représentations, des méthodes et des postures dans différents dispositifs d'accompagnement à la parentalité en France et en Suisse

Un professionnel, un ou plusieurs parents et Jérôme Delfortrie, formateur en travail social, et étudiant en Master en Travail Social retraceront le processus de production de connaissance articulant la participation d'usagers depuis leurs vécus personnels et institutionnels avec la réflexion de pratique des professionnels. L'approche choisie pour cette recherche-action valorise non seulement le savoir académique, mais aussi et surtout le savoir pratique des professionnels, et le savoir expérientiel des familles, s'inspirant du croisement des savoirs et des pratiques d'ATD Quart Monde. L'ambition est de prolonger la recherche par des formations où professionnels, usagers et formateur interviennent à 3 voies.

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Key words:

parentalité
participation des usagers
croisement des savoirs

From Treatment First to Housing First: Managing Competing Professional Logics

In Sweden social work with homeless people is dominated by "Treatment First" (or the staircase model). The Treatment First models weak results in combating homelessness has increased the interest for Housing First. In 2015 we started a participatory design-oriented research project in the City of Helsingborg in Sweden that aims to implement principles of Housing First in a social housing programme which previously was based on the Treatment First model. The programme includes about 500 social housing apartments and about 50 social workers. Treatment First and Housing First is built on two different perspectives on treatment and social work. The Treatment First model housing is based on control and requirements. Housing First is based on an emphasis on the relationship between the social worker and the client. The professional social workers have to manage these competing logics.

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Key words:

housing First
professional logics
participatory research

Service user's and student's perceptions of role conflicts in social work with families: results from a Service User Involvement workshop

Social Work with families in trouble is characterized by role conflicts: while social workers are devoted to support families and their aims and goals, they work as regulations too e.g. to ensure the welfare of children raised in these families. Though role conflicts are well described in theory, little is known about the perception and awareness of these role conflicts in students and service users.

In a one-day SUI seminar, clients of social work interventions and students approached these questions together using different methodologies. Qualitative interviews were conducted and service users encouraged to voice their opinion.

Qualitative Analysis using Mayring's method revealed several key categories partially corresponding with literature descriptions. However, in addition to these well-described phenomena, new aspects emerged.

The results encourage the use of service user methodologies in working with service users in social work education.

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Key words:

service user involvement

Involving service users as supervisors during work placement for social work students and practitioners – experiences described by the education and project-manager

During the last five years, the social work education at the University of Agder has hired people with experience from being a dependents or user of the welfare system, to supervise our social work students during their practical placement. This project has been developed in cooperation with two local user organizations. VID Specialized University is inspired by the experiences of University of Agder, and spring 2016 we started to develop a pilot project, to offer a group of our social work students this kind of supervision in their practical placement from January to June 2017.

In this presentation we will discuss our experience according to plan and implement such a project. It has been important for us to involve all parts in the planning process, and students, service users, a user organization.

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Key words:

service user involvement

People with user experience supervising social work students during their work placement

At the University of Agder, Norway, people with user experience supervise social work students during their work placement. In this presentation we will discuss the supervisors experience based upon a qualitative study, focus group interview. The interview will be taped, a summit of the text will be given back to the participants, and will be further discussed and analyzed in the group. In this way, we hope to gain information about the supervisor's experiences, and the supervisors will get the opportunity to further develop their role and share their knowledge with us and each other. The data will be discussed in our paper and theory from supervision and from user involvement will be used.

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Key words:

service user involvement

Quand étudiants et usagers se rencontrent pour apprendre et créer ensemble

Cette communication fait part d'une expérience innovante en formation initiale de travail social: la proposition d'un module de formation intitulé "Médiations sociales et créativité" qui permet aux usagers et aux étudiants de se rencontrer pour apprendre et créer ensemble.

Ce module se décline en ateliers créatifs de médiations artistiques. Il s'agit pour les étudiants de s'initier à une démarche clinique de rencontre et une prise en compte des savoirs des usagers dans leurs futures interventions sociales. Pour les usagers, ces espaces formatifs offrent la possibilité de partager leurs savoirs et de transmettre leur expérience.

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Key words:

démarche clinique
rencontre
créativité
échanges de savoirs

Quand le théâtre législatif redonne du sens politique au travail social : une rencontre inédite entre personnes accompagnées, étudiants, formateurs, artistes et professionnels en travail social

Comment innover aujourd'hui dans les formations en travail social ? Comment aiguïser la conscience politique des étudiants mais également des professionnels ? Comment travailler et co-construire des projets avec des personnes accompagnées ?

Un outil tel que le théâtre législatif a permis de répondre à ces questions, en mettant sur une même scène autour de situations problématiques, voire dramatiques, des étudiants, professionnels et personnes accompagnées. La présence de décideurs (élus, directeurs d'établissements...) a permis de transmettre des revendications, en faisant de cet espace un lieu de délibération politique, au sens positif du terme.

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Key words:

evidence based practice
practice based research
common elements
derived from the evidence
based literature
social service agencies

Democracy, citizenship and public space within the agenda of Social Work education

In recent years, beside other disciplines, Social Work education registered significant changes with various origins and purposes.

Within the European Union, the Declaration of Bologna is well-known for its conception on higher education and the need of adequacy to “new” economic conditions and related demands. In addition, some countries manage to start reforms on the education systems, implementing diverse logics with a special emphasis on labour market demands, as well as on the on-going changes in welfare systems.

Among other effects, changes within the welfare systems are undermining citizens’ trust on mechanisms that more and more are putting away the expectations on democracy and on processes leading to an effective citizenship.

Paper aims at to present and to debate social work education agenda in the context of recent changes on social sphere namely contributing to a renewed commitment with the making of public space and its intrinsic influence on democracy and citizenship.

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Key words:

democracy
citizenship
public space

Social work and ecological problems, new or renewed competences

The ecological crisis in general and more specific the climate change cannot be minimalized, but this is seldom present in mainstream social work discussion or practice. Slowly things seem to change and although social work is not engaging on an overall level; good practices exists of practitioners who are able to combine ecological activism with social work practice. Based on a pilot project concerning renovation of poor houses and energy efficiency in the city of Gent, social work gets a special role and the work in combination with more technical professions is indispensable. Is this eco- or green social work and what are the needs or specific competences for the social workers for this type of new challenges?

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The possible evolution of the Welfare State: case studies on different contexts of “Participative Welfare” in Italy (Parma, Emilia Romagna)

This abstract present a "action research" - survey methodology based on interactions induced by the researchers in a project shared with other actors - in this case involving together citizen and workers of social and health services and students of social service university course (Corso di Laurea Servizio Sociale, Univ. di Parma. This research is intended to consolidate the knowledge of the new welfare models aimed at increasing the involvement of citizens and users in the management of public services.

The focus of our analysis will be two forms "opposite" of transition from public welfare to the "Common Welfare" found in different forms but comparable: 1.Processes of participation stimulated by the institutions and are located at the level of "neighborhood" (new local services: "Family Workshops"; "Participative Nurseries", etc); 2. Processes born to formal and informal associative forms of "neighborhood" and then developed with institutions ("Community Points" etc.).

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Key words:

participative welfare
involving users and
workers and students

Professional development of qualified Romanian social workers: challenges and opportunities

From a legal perspective, Romanian employers have a responsibility for social workers' professional development and the obligation to offer them access to specialized training under certain conditions. The goal of the paper is to identify and analyse the challenges facing social workers in terms of post-qualifying professional development, according to their needs as practitioners.

We conducted 74 semi-structured interviews with Romanian social workers at different career levels, working in various areas of practice (i.e. child protection, health, disability, the elderly, local social services). Recruitment was carried out through snowball sampling using key informants.

The findings indicated a high need for supervised practice at the workplace, especially for the newly qualified social workers. Senior social workers seem more interested in specific post-qualifying professional training which would enable them to improve their everyday practice.

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Key words:

Romanian social workers
training needs
professional development

The implementation of Housing First in Spain. Innovating social work practice and training

We present some problems and ethical dilemmas raised by Housing First projects in Spain for the practice and training of social workers. Our data comes from an evaluative research project in Barcelona, interviews with practitioners in Montréal and a literature review.

HF projects are targeted at homeless people with mental health problems. They were first developed in New York in the 90s as an alternative to the “staircase of care” model. It offers access to housing from the beginning not subject to following treatment or other requirements. It considers the access to housing as a key element for the recovery of service users. Thus, services have to be adapted to the needs, preferences and rhythms of people.

We show that this kind of practice in a context where entitlements have been usually weak and subject to institutional discretion is a challenge for social workers who must cope with greater proximity to users and the need for a more creative and reflexive practice.

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Key words:

housing first
social work practice
social work training
ethical dilemmas

Students' Social Work Practicum Placement: Enhancing Reflectivity with Atlas-ti Software

Reflectivity which is broadly defined as making reflection in, on, and about social work situation/s and intervention/s, is crucial in the process of enhancing the quality of social work practice through critical reflection and reasoning. ATLAS-ti software offers sufficient technical capabilities and functions that can be used effectively in enhancing reflectivity during students' social work practicum placement. Within this context, this article demonstrates how ATLAS-ti 7.0 can be utilised in (a) creating, organising, sorting, indexing and working with reflective logs and reflexive memos (b) applying Kolb's theory on experiential learning for knowledge construction based on gathered logs and memos and (c) theory and evidence-based practice and research from materials gathered through the analysis of reflective logs and reflexive memos. The paper concludes that ATLAS-ti brings an added-value for paradigm shift towards the use of new

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Key words:

practicum
ATLAS-ti
reflectivity

How a curriculum change can contribute to prepare social workers for a future in digital society

Social workers of the future need more knowledge to recognize the potential use of the internet as a source of getting connected with clients. But also to use digital skills to apply online interventions. These knowledge and skills can be learned at Bachelor education for social work. Therefore the curriculum for future social workers needs to be adjusted. But, how can educational workers contribute and what needs to be complemented in curricula? Therefore four years ago the NHL-University of Applied Science in the Netherlands developed a curriculum to prepare social work students for future digital society. The NHL also developed a master's program: "Digital Innovation in Care and Social work". This Master educates senior social workers to use digital innovations and implement innovations successfully within their own work/organization. In this presentation concrete examples illustrate various options to complement the curriculum of social work students.

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Key words:

digital innovation society

Social Work Education and Technology: A Synthesis of the Evidence and Recommendations for the Future

Technology is transforming education and altering notions of what constitutes classrooms, teachers, and students. Globally, schools of social work are increasingly adopting technology in the delivery of curricula. Given the growing prevalence of technology in teaching, faculty must have a clear understanding of the strengths, limitations and potential applications of these methods. This presentation will deliver a synthesis of the evidence concerning technology-related instruction for social work students in higher learning situations. The presentation will offer attendees: (1) research-based findings about the nature and scope of technology-based social work education; (2) an evidence-based summary of the strengths and limitation of technology-based teaching methods; and (3) novel strategies for using technology in social work education. Based on a rigorous research review, we will also present recommendations for the future of technology in social work education.

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Key words:

education for social work
technology
Web-Based Instruction

Hands-on technology: new pathways for social work education

To make use of innovative hands-on approaches, social work professionals need assistance to acquire the necessary technological competence. An exemplary model for technology education in the field of social work is thus presented. The interdisciplinary approach is realized through a close cooperation between school, youth welfare services, community organization and technical experts that is often stipulated. Preliminary results from ongoing quantitative studies on students' social-emotional attitudes, academic attitudes and technology use as well as social work professionals' intention to use technology unveil some of the key challenges for the participating parties, and will be discussed.

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Key words:

special technical
education
youths at-risk
education in a changing
society

Technology Education in Social Work Education: An Interdisciplinary Challenge

Reflecting on issues that social work must address in the face of the increasing spread of digital technologies in society and in social work practice, the paper points to changes, opportunities and risks they hold. This paper addresses how curricula for social work education should include technology education as an integrated element. Based on the argumentation of the manifold consequences technology integration has and will have on the practice of social work, the paper will argue for an interdisciplinary integration into the curricula and it will explain possible ways of implementation.

Method:

The paper will provide a literature study on issues of technology in social work. On the basis of identified themes it will make a claim to integrate technology education in social work education and will suggest interdisciplinary approaches.

The paper concludes to include interdisciplinary tech education even into curricula where curriculum re-designs are not expected to happen soon.

Author(s):

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Key words:

new technologies

curriculum content

education of social

workers

didactique professionnelle

Answers to an ageing society? Service-learning and community based research to reflect and act

The oral paper presentation focusses on service-learning as a pedagogy that can also be used as a frame of (community based) research. Service-learning projects, esp. combined with research, can be adequate to connect practice, theory and research in social work education. Service-learning provides a frame of cooperation between the academics, practitioners and service users. The presentation works out these issues on courses to 'social integration of people with dementia' as an example. It addresses people with early onset dementia or early stage dementia. These are new and challenging groups for social work. What are their needs? What are appropriate ways to keep social inclusion? With a qualitative research-design (ethnography, interviews, focus groups) students explored these questions. The students worked on practical strategies but also on these questions: How social work takes part in 'doing dementia'? What can be the role and identity of social work in ageing societies?

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Key words:
aging society
service-learning

Participatory research and transference of knowledge: workshops around a social work with families' basis document

The paper will submit the results of a participatory research done with the results from a previous research about "Social Work intervention with families". The main purpose of the original research was to investigate about social work with families' concept, the methods that are being used to work with the families, and the context from where social workers are working with them. Another aim of the research was to find out the typology of the families and how this was influencing social workers' performance of their work. One of the aims of the research was to put together some of the main conclusions and knowledge obtained, in a basis document. The main objective of this document was to offer a practice tool as a guide about 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.

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Key words:
participatory research
transference of
knowledge
basis document
social work research
social work with families
guide for practice

Participation as method of work with youth at risk developed within the FYS-Forums project – research findings

Two main purposes of the presentation are to introduce the appliance of participatory method of work with youth at risk elaborated within the project “Future Youth School Forums”, and to present research findings focusing on social participation of youth at risk, conducted in four European countries (Cyprus, England, Italy, Lithuania), collected along with national youth and teachers focus groups interviews.

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Key words:

participation
youth at risk
research

Participative action research on inclusion and social media

The project presented set out to explore the potential of Social Media with regards to strengthening the inclusion of people with learning disabilities. It was conducted with a group of students of the Bachelor Programme in Social Work at the St. Poelten University of Applied Sciences. The overall aim was to examine theories, praxis and the use of Social Media in cooperation with people with learning disabilities themselves, thus methodically a participative action research approach was chosen.

The teaching team included a lecturer of the university as well as a person with a learning disability and his assistant.

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Key words:

inclusion
participation
social media

Proximity approach of first-person voice associations of mental health in Catalonia

Historically, the problems related to mental health and mental diversity and/or functionality have been conceived as a deviation from a dominant concept, where the only solutions were recovery, adaptation or behavioural change. In contrast to these models, in Europe have arisen some antipsychiatric movements led by users or former users of mental health services demanding for rights, solutions and proposals in order to give options to the responses that have been given systematically by classical institutions. The paper comes from the first part of a doctoral thesis, which shows the role of social work as a facilitator of the empowering processes of those diagnosed with mental disorders. The aim has been to elaborate a referential framework about first active voices related to the associative framework of these people and the role that have played and plays nowadays.

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Key words:

mental health
service users
innovatory practice

Travailler ensemble dans un territoire : institutions, chercheurs, formateurs, étudiants et travailleurs sociaux pour une étude sur l'accès aux soins des jeunes en errance

A la demande de l'Agence Régionale de la Santé de la Région Basse-Normandie (France), le département Recherche de l'Institut Régional du Travail Social Normandie-Caen a mobilisé ses compétences pour mieux comprendre les difficultés d'accès aux soins pour les jeunes dits « en errance ». Cela a été l'occasion pour nous de développer une forme collaborative de recherche associant chercheurs, formateurs, étudiants, travailleurs sociaux, institutions dédiées et centre de ressources documentaires. Cette recherche récente (2015-2017) a permis de réunir des acteurs aux statuts divers collectant et analysant des données qualitatives et quantitatives sur un même objet de recherche, tout en agissant au nom des principes communs de justice sociale et de responsabilité collective qui portent le travail social.

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De la recherche à la pratique professionnelle: de la nécessité d'interroger les enjeux et limites de la participation

Cette communication interroge à partir d'un travail d'évaluation de politique publique d'un dispositif à visée participative, la notion de participation. Elle vise à nourrir une réflexion nécessaire dans le champ du travail social à propos des enjeux, des leviers, des limites dans la participation des usagers. Nous l'interrogeons à partir d'un regard sociologique qui nécessite prise de distance, réflexivité et regard critique.

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Key words:

participation
sociologie
travail social
parole citoyenne

Participation et citoyenneté dans les formations en travail social

Croisant l'enjeu, de plus en plus prégnant, d'outiller les travailleurs sociaux en matière de participation avec l'impératif qui se développent chez les professionnels de la participation citoyenne de s'adresser et s'adapter aux public "du champs social", nous proposons, dans cette contribution, des pistes pour alimenter l'approche de la participation dans les formations en travail social, basées sur un croisement avec les apports de la science politique :

-Penser les défauts d'inclusion externe et interne des dispositifs participatifs;

-Revisiter la notion de citoyenneté et de participation, en intégrant les approches anthropologiques et les analyses en termes de degré de participation;

-Interroger les différentes formes de savoirs et valoriser les ressources des personnes accompagnées.

Nous proposerons, pour finir, un questionnement, en miroir, de ce que le travail social peut apporter aux recherches en sciences sociales sur la démocratie participative.

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Key words:

citoyenneté
participation des
personnes

De l'application des sciences sociales à l'implication dans le développement social : la recherche collaborative comme expérimentation pédagogique

Les sciences sociales proposent des grilles d'analyse qui enrichissent l'intelligence du monde social (Berthelot, 2001), des éléments de compréhension des phénomènes individuels et collectifs (Lahire, 2015) et produisent des répertoires d'action et d'émancipation. La formation des travailleurs sociaux gagnera à renforcer l'enseignement des sciences sociales pour stimuler l'engagement professionnel dans le développement social et le développement du pouvoir d'agir (DPA) des publics concernés par l'action sociale (Le Bossé, 2003), dans le cadre des orientations fixées par les Etats Généraux du Travail Social en France. Cette contribution propose d'appuyer la formation des travailleurs sociaux sur la recherche en sciences sociales en vue de l'application des principes d'objectivation scientifique et de l'implication des étudiants-professionnels dans la réforme des dispositifs, l'amélioration des situations des publics, l'expression des personnes et des groupes concernés.

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Key words:

formation
recherche en travail social

A French peculiarity: experimenting more than modelling

The « Conservatoire national des arts et métiers » (CNAM) is a French higher education State institution. He proposes a Master's degree of research. This is the opportunity to define complementary contents of training regarding methodology of the research, the knowledge of the public concerned by the social work, the analysis of the public policies, and the reflection on the practices... This Master's degree is one of elements of sector with, upstream, a professional Bachelor's degree of social intervention and, downstream, two doctoral specialties: "sociology - social work" and "sciences of the education - social work". Five years after the report on "The cooperation between the training institutions preparing for the diplomas of social work and the universities", no French university cared to be inspired by this organization which could prefigure a hypothetical construction of the social work as university discipline. It is important to discuss it.

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Key words:
experience

Cascades into the self: Steps in critical reflection

Critical reflection is a skill, a process for learning about and fostering effective practice, and an attribute that informs and enables the embodiment of core ethical tenets of the profession. This paper reports the findings of a formative peer review of the critical self-reflection curricula of five Bachelor of Social Welfare units from Southern Cross University, Australia. Findings revealed students' understanding and practice of critical reflection, including a revelation that while tasks that authentically teach students' reflective practice are embedded throughout the course, most interpreted the tasks more simplistically than we intended and/or were reluctant to practise critical reflection to its full extent. Using an analogy of walking beside a stream cascading into a forest to represent the journey into the self during critical reflection, this presentation discusses the students' conceptualisations of critical reflection.

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Key words:
critical reflection
emancipatory learning

La place de l'imagination dans la recherche et dans la formation en travail social

Quelle place pour l'Imagination et de la créativité dans le cadre de la recherche en travail social? Tel est le thème de cette intervention. Dans un premier temps sera abordée la définition de(s) démarche(s) de recherche en travail social. Puis seront présentées les différentes approches théoriques de l'imagination : l'imagination première (Aristote), l'imagination productive et l'imagination reproductive (Kant), le muthos et la mimésis (Ricoeur). Enfin nous terminerons avec le rôle que peut jouer l'imagination au niveau de la créativité et de l'innovation que ce soit dans la recherche mais aussi dans la formation en travail social et dans le travail social lui-même.

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Key words:
recherche en travail social
imagination
créativité
innovation
formation

Le Curriculum du Travail Social: savoir pratiquer la science

En comprenant que la profession de l'Assistant Social est dans le cerne de la conception de ce que nous pouvons désigner comme une Technologie conçue comme un savoir qui met la Science en actes, comme utilitaire, au service de la transformation social. En relation intime avec le Pouvoir, via la mobilisation des Politiques Sociales et de la capacité de par la théorisation de l'action pratique d'intervention, vient à se constituer comme un acteur principal dans la production de ces mêmes politiques, la profession de travailleur social exige des professionnels formés dans de multiples domaines de la connaissance.

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Does a relational spacial ethnography open up other perspectives?

Often research, education and professional practice are positioned as different activities. Researchers, students and professionals are defined in subject-object relations. For my Phd. thesis I applied another perspective. In dialogue with School Social Workers, Bachelor Social Work students during their internship, Vocational High School (VHS) Teachers and other involved actants I worked on activities to improve the financial health of VHS students. We explored in a relational spacial ethnography the roles of all above mentioned actants as learning professional and inquirer. During this long term project a mixed method participatory approach was applied. However in this ethnography these activities were integral part of developing of a whole set of interventions. It gave us the opportunity to develop new perspectives at developing interventions and learning in a relational dialogue.

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Ethics as the first lecture

A cornerstone of professional identity involves socializing students to the values and ethics of the discipline (Crigger & Godfrey, 2014; Cruess, Cruess & Steinert, 2016; Holden, Buck, et al., 2012; Levy, Shlomo, & Itzhaky, 2014). Social Work education must determine how and where to accommodate ethics in the curriculum, balancing the needs of the "explicit curriculum" of required courses and field work with the "implicit curriculum," the learning environment of the school, which includes ethics and values of the profession (CSWE, 2015). One US University has included a presentation on professional ethics as part of the first morning of graduate student orientation, providing a foundation through which ethics and professional identity can later be addressed within the explicit curriculum. This presentation will describe the objectives, content, and evaluative data from this initiative. Discussion will focus on the relative benefits of conveying ethics content in both curricula.

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Key words:

professional identity
teaching ethics
values

Psychological stigmatization tendency of social work students in Kocaeli University

Aim of the study is to determine psychological stigmatization tendencies of Kocaeli University Social Work Department students. Two different data collection tools will be used by researchers. First tool is a questionnaire to collect data about students' socio-demographic characteristics. The second data collection tool is "Stigmatization Scale" developed by Erkan Yaman and Halime Güngör. This scale designed to explore individuals' psychological stigmatization tendencies.

The scale consist of 22 items. Cronbach's alpha reliability coefficient, Spearman Brown correlation and Guttman splif half coefficient are calculated respectively as .84, .85, .85.

It is expected that, researchers will be able to discuss results of the study in connection with social work education in Turkey in the frame of dominant approaches, staff profiles, curriculums and profile of students.

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Key words:

psychological
stigmatization
social work students

Social work ethics in changing society: student perspective

The core of social work are values and ethical principles that stand in everyday professional social work practice. Social workers tend to respect ethical standards, but, at the same time, they are confronted with many ethical dilemmas. That is why they should tend to recognize their own prejudice and stereotypes. Moreover, following social work values, principles and techniques, social workers may tend to achieve social justice. In aim to provide social changes, they should be aware of prejudice and its threat of discrimination, as well as the respect diversity and human rights of their clients. Nowadays situation with refugees in Europe can relate with previously said by underlying the significant role of social workers in social inclusion of immigrants. Therefore, basic principles of social work are respect for personality and complete acceptance and treatment of clients with all their characteristics.

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The perception of social workers on their social work education

How social workers perceive the role of social work education is important in the design of curricula of social work schools. The aim of the study is to identify the factors associated with the perception of qualified social workers on how well the undergraduate education prepared them for their social work roles. Keeping the social work education connected to practice seems to be a good strategy to increase job-retention, improve professional identity, maintain work-life balance, and be more satisfied at work and with the available training programs. Those with a more positive perception about their education are more likely to be more sensitive at ethical dilemmas and less satisfied with their current salary.

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Key words:
perception
practice
Romania

STUDENTS' PARTICIPATION (1)

Chaired by Marion Laging

How to commit students to research, intervention and innovation: a practical experience on Social Cohesion and Community Practices

This paper refers to the incorporation of different processes both fieldwork and the intermediate results of the same research project to the subjects of Community Education, Community Social Work and Social Innovation. The professors of these three subjects are, in turn, researchers of the RTD project funded by the Spanish Ministry of Economy and Competitiveness (Leisure, cultural action and social cohesion -2015 to 2017). The main objective is to analyze the benefits of incorporating the scientific process and its resulting evidences to the teaching process, building a closer relationship between teaching practices and applied research. Among the expected results, we highlight: 1) Approach between teaching practices and research; 2) Promotion in research; 3) Generation of a participatory dialogue between researchers, professors and students, 4) Learning about how to develop, from scientific evidence, new answers to real-life problems.

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Key words:

evidence based practice
evidence based education
students' participation

Inclusive project: students and persons with mild intellectual disabilities collaborating

This paper will reflect on assignments that have been executed by people with a mild intellectual disability and students of Social Work in an inclusive way. This paper explains about the inclusive method that was applied, discusses the added value of the inclusive approach and comments on pitfalls, barriers and facilitators.

We found that inclusive projects appear to fit and feed students' motivation and (changing) perception on applied research and to undertake research projects in particular. Based on our gained experience, we conclude that the inclusive approach creates greater sympathy for (research) projects among students and argues for more inclusive projects to be implemented in Social Work education.

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Key words:

inclusive projects
innovation
inclusive research

Students' perception of the role of research

Based on focus groups interviews the contribution describes how student perceive the role of research and possibilities of implementing research in everyday practice of social work. Results are showing there is a weak perceived connection between research and practice among the students. Suggestions of strenghtening this connection are made.

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Key words:

research

Experiences described by the students from supervision during work placement from service users

During the last five years, the social work education at the University of Agder has hired people with experience from being a dependents or user of the welfare system, to supervise our social work students during their practical placement. This project has been developed in cooperation with two local user organizations.

In this presentation we will discuss the students experience based upon an exploratory, qualitative study which uses data collected from the students. The data will be discussed in our paper and theory from user involvement and gap-mending pedagogy will be used to illuminate the results.

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Key words:

user involvement

Incorporating Social Work Students in Research: Challenges and Opportunities

This study describes the lessons learned from the participation of Social Work undergraduate students in a comparative research project sponsored by the government of Spain.

The study was conducted in the cities of Barcelona and l'Hospitalet de Llobregat. Students were initially hired only to assist during the data collection phase of the study. However, during the piloting of the data collection instrument, students' insights and suggestions became essential to improving the questionnaire's validity. As a result, the research team agreed to include the students as full participants in all phases of the research project. Students participated in the design, piloting, and amendment of data collection instruments. They also co-designed data collection strategies, and participated in the data analysis and interpretation. This paper describes the challenges and opportunities stemming from the full participation of students in the research project.

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Key words:

participatory
action research
students' participation
experiential learning

The new challenge for social work education, the perspective of social work students to Syrian in Turkey

Turkey became the world's largest refugee host country in 2014. The Directorate General of Migration Management announced that 2,733,044 Syrians were registered in Turkey. Turkey has been implementing open door policy for Syrians. However, lack of resources cause various problems. Work on migration and refugees constitute an important area for social work. Nowadays, students, studying social work in Turkey are working with the Syrians because of education programs. The students will work with the Syrians in their professional lives. Therefore, it is important to determine the perspective of them towards the Syrians. This paper aims determining the perspective of social work students of Baskent University. Social-demographic questionnaire, threat scale prepared by Stephan, Ybarra, & Bachman (1999) and Social Distance Scale prepared by Bogardus (1967) were conducted to 231 1st-2nd-3rd-4th year social work students. Results from the survey will be shared at the congress.

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Key words:

Syrians
refugees

Becoming a Social Worker from student to student: the experience of involving senior students in the practice training of first year students in Social Work degree

Practice training is a critical dimension on the process of learning to be a Social Worker. Social Work education around the world has a common ground of supervised practice placements and acknowledges the reflexivity produced in that context as paramount for bridging and intertwine theory and practice.

The generalized shrinkage of study plans entailed by the Bologna process of creation of a European Higher Education Area posed new challenges for Social Work education, namely in what it concerns the consistency of that interface between practice and theory, in order to achieve professionalism.

These challenges imply the need to develop innovative teaching methodologies aiming at finding new ways of creating meaningful learning experiences which also respond to the quest for autonomous and proactive learning from students.

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Key words:

practice placement in
social work
peer apprenticeship
autonomous learning

The lazy, unwilling students of today – or a new era of 21st century didactics?

The paper explores the implicit student of social work education and much needed revised didactics of our teaching institutions.

A key point in the papers is that without explicit visions, strategies of professional didactics and continuing and further education of educators on didactics, the operationalization of learning goals is left to the individual and personal preferences of the teacher based on an individual assessment and use of one's own (hopefully professional and good) judgment.

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Key words:

didactics
higher education
teaching strategies
collaborative learning
peer to peer feedback
peer learning

Réaliser son mémoire de fin d'étude en travail en social grâce à l'expérience des pairs

Au cours de la dernière année de formation de travail social, les étudiants de niveaux I, II et III ont un mémoire à réaliser. Afin de les accompagner dans cette rédaction, l'APRADIS Picardie a mis en place depuis 2009 une journée au cours de laquelle, un diplômé de chacune des formations ASS, EJE, ES, ETS, CAFERUIS et CAFDES présente aux étudiants en dernière année des mêmes formations leur mémoire, en mettant l'accent sur les questions de méthodologie, de démarche de travail et de cheminement. Les diplômés partagent les difficultés qu'ils ont pu rencontrer et la manière avec laquelle ils ont pu les dépasser. Par le partage d'expérience par les pairs, cette journée est une passerelle entre la recherche et les attendus pratiques et théoriques du mémoire, avec un triple objectif :

- accompagner les étudiants en formation dans la réalisation de leur mémoire;
- faire se rencontrer des futurs diplômés en travail social;
- valoriser les travaux des étudiants récemment diplômés.

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Key words:

final essay

Social work students' opinions about social work education: a focus group study findings of Turkish students

The aim of this study is to evaluate social work students' perspective on social work education in Turkey. In order to achieve this aim, 23 students (9 male, 14 female) from the first two universities where social work education was given were selected and they attended Semi-structured four focus group interviews one of the participants is in 2nd years the others are in 3rd years in education. The mean age are 22.3. Data were analyzed by using Maxqda. Four major themes emerged; meeting with social work/deciding to attend social work education, what comes you mind in terms of social work, the present situation in social work education and expectation and suggestions for education of social work. The main reason for being a social worker is to find an easy job, getting enough mark from matriculation and they prefer education in city where they live. Students have also stated that social work education plays a transformative role in their personal lives.

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Key words:

Turkey
Groups
students

The learning process for students involved with reception of unaccompanied refugee youth

Students at the Department of Social Work in Gothenburg has the opportunity to place the first three semesters of the social work program at field based training in the suburb Biskopsgården. The field based training follows the same curriculum as education at Campus. Currently, we are together with students try to find out how their experiences affected their learning during this project. At the conference the topic to be presented is how students describe their learning processes associated with this project. We believe that it would be interesting to describe the students narratives concerning the sentence of perform social work early in the process of studying to become a social worker.

The purpose is to highlight the deep learning through practical experiences and find out if and how the students received educational benefits.

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Expanding an understanding of ethics for pedagogy in social work. Theoretical concepts and practice possibilities

This presentation, based on two empirical studies in Canada, critiques the traditional way ethics is viewed in social work. Suggestions for broadening student comprehension of ethics are provided. The paper addresses, how do (and should) social workers construct what is 'ethical' in their work, when they are positioned at the intersection of multiple paradoxes, including that of two opposing responsibilities in society: care and control? It will attend to the context of neoliberalism and managerialism that makes operating ethically even more challenging in the current era. The talk will offer an enlarged toolbox of theoretical concepts. Five steps for teaching ethics in social work are supplied as well as pedagogical strategies that support students to maintain their agency in difficult times.

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Key words:

ethics
neoliberalism
theory
paradox
pedagogy

Military social work: a cross national comparison of social work roles within the military and the ethical challenges encountered

Many countries employ social workers, both uniformed and civilian, to work directly with military service members and their families. Yet little is known comparatively about these roles and the nature of social work practice within a military context. This paper will report on the findings of an exploratory study undertaken to identify and analyze the similarities and differences of military social work practices in all countries that employ social workers within their military organizations. What was learned about the various ethical challenges encountered by social workers in these roles will be highlighted.

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Key words:

military social work
dual loyalty conflicts
occupational social work

To use ethical aspects in social work education, by collaborating with service user's organizations

Social work education at the Örebro University are collaborating with service user's organizations from several different aspects. One segment is in regards to ethical dilemmas where representatives of user's organizations and students discuss ethical dilemmas in social practice. Representatives from different user's organizations such as associations for mental illness and LGBTQ, meet with the students and discuss varying ethical dilemmas that occurs in practice. During this process students learn to identify ethical dilemmas and conduct ethics analyses in order to improve their skills with making decisions in cases where there are difficult ethical considerations, (as case workers) in their future work. The aim of this presentation, is to describe teaching methods for obtaining greater knowledge regarding ethical dilemmas, through collaborating, in order to strengthen students' professional approach.

Author(s):

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Key words:

teaching methods
ethical dilemmas
user's organisation
professional approach

Ethical dilemmas as learning tools in field placements – a learner-centered approach

This communication is an experience based presentation that aims to offer an innovative pedagogy that involves learning ethical issues during field placements.

On the 7th and last semester of the social work course students go to the field placements and simultaneously they have to make the theoretical curricular unit of 'Applied Ethics to Social Work' at the University.

In 2014 and 2015 an innovative pedagogical experiment was conducted which included 68 students. The purpose was to extend learning beyond the classroom in order to make an integration between theory and the reality.

The teaching method used was similar to Problem based learning (PBL). Thus, it was used a Case-based teaching (CBT).

The problem addressed was Ethical Dilemmas and therefore was asked students to identify an ethical dilemma from the observations or personal experiences in the field placements, i.e. a real case.

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Key words:

ethical dilemmas
field placement
learner-centered
approach

The way of approaching ethical dilemmas by frontline social workers

Social work finds itself in a situation full of changes and uncertainties which press social workers and educators to perceive in depth the core values of the profession. The reflection of ethical aspect of situations could help professionals to understand themselves better as the personality of the professional is the main tool to help service users on the one hand and to critically reflect upon the social work agenda as well. The aim of the contribution is to answer a question: How do social workers respond to ethical problems and dilemmas in their practice of social work? The previously publishes concept of workers' experiences with the dilemmas of the work with service users (published mainly by Musil) is modified on the base of the results of the secondary analyze of data from selected researches. The authors modify the former concept taking into account also the subjective and objective aspect and partly connect it with models of understanding of social work by social workers.

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Key words:

social work ethics
ethical dilemmas

From community work to cross welfare professional social innovation in marginalized spaces and places

Our purpose is to demonstrate an example of changed structural and organizational conditions and their impact on the needed professional knowledge and competencies. In the example, we point at the need of a place-based intervention in marginalized spaces and places. In the light of changed welfare policies and administration, social problems, intervention and the organization of intervention are redesigned, and new buzzwords are (at an international level) used in this process. We want to discuss how the knowledge base of social work, and of their professional collaborates (e.g. teachers and social pedagogues), can be both preserved and developed.

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Key words:

innovation
marginalized
knowledge base
buzzword
place based innovation

Arguing an enhanced educational focus on the negative consequences of territorial stigmatization of vulnerable citizens in peripheral Danish areas

The purpose of the presentation is to explore and discuss the importance of a theoretical and educational focus on territorial stigmatization of place of belonging. The aim is to discuss how an educational focus on the experiences of stigmatization of places of belonging, in peripheral areas, plays an important role in understanding how vulnerable citizens experience own possibilities and understanding of self, especially children.

Educationally focused work with the students of social work, in the area of awareness of the negative consequences of territorial stigmatization, can be viewed as a way of exceeding the barriers of stigma and contributing to a more constructive view on the possibilities of citizens in peripheral areas. A sharpened focus on the problems of rural and peripheral territorial stigmatization also supports students and social workers in their aim to empower vulnerable citizens.

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Key words:

territorial stigmatization
peripheral areas
stigma
vulnerable children
psychology
participant observation
with children
the impact of stigma on
understanding of self

Education of sustainable development in social work higher education programmes

Education of sustainable development (ESD) aims to support people to develop attitudes, skills, perspectives and knowledge, to make informed decisions, act upon them for the benefit of themselves and others, now and in the future. ESD allows acquiring knowledge, skills, attitudes, values necessary to shape sustainable future. It is important for social workers who deal with social challenges in their everyday practice.

The purpose of presentation is to describe how ESD could contribute to social work education and professional actions. Such questions are addressed: How social work students are being prepared to support and intervene in situations for developing sustainable future? How they could be encouraged to engage in social development and to address inequalities caused by globalization? What courses, topics, and pedagogical methods could be incorporated in the curriculum?

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Key words:

education of sustainable development
millennium development
sustainable development
social work study
programme

Social work education in northern rural Sweden – pedagogical challenges and possibilities

The aim with this presentation is to discuss and problematize how the social work education at Umeå University manage the regional responsibility to educate student for qualified social work in northern rural Sweden. Umeå University has as a stat owned authority a regional responsibility to supply northern Sweden with academic trained professionals. Local authorities in northern rural Sweden are facing several challenge (e.g. aging population, depopulation, receiving of refuges) which put high demands on social work. At the same time this municipalities have major difficulties to recruit and keep in employment qualified social workers. As a response to obligations and challenges has the department of social work developed two recently started parallel projects.

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Key words:

pedagogical strategies
rural areas

Behavioral social work on a community level

Behavioral Social Work is common social work practice in Anglo-American countries. In Germany and France, however, it is little known or used. Working with individual cases, the approach is characterized by a systematic problem analysis, evidence-based intervention and - as a matter of course - evaluation. It focuses on the problematic behavior of the client or rather the change of that behavior. In addition, there exist numerous cognitive-behavioral group programs, for example parent trainings for positive education or social skills trainings, the effectiveness of which has been demonstrated and which are widespread in social work practice. For the third area of social work, working with communities, a comparable elaborated systematic application of the cognitive-behavioral approach is lacking. This paper intends to extend the behavioral social work approach to the field of working with communities, so making it even more universally usable for social work.

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Key words:

behavioral social work
working with communities

Appréhender le développement social dans toutes ses dimensions

Nous proposons de présenter une expérience pédagogique que nous menons auprès des étudiant-e-s de 2ème année d'assistant de service social, dans la réalisation d'un diagnostic territorial et d'une intervention collective. Ce travail se déroule sur un semestre entier, de septembre à janvier, dans une logique d'alternance (IESTS/Territoire-Institution). Durant ce semestre dynamique, le territoire devient un espace de réflexion et d'expérimentation pour les étudiants. Ancré(e) dans une réalité de terrain, l'étudiant(e) va approfondir la démarche de diagnostic, d'expertise, celle de projet, il pourra expérimenter l'intervention sociale d'intérêt collectif (ISIC), vivre un travail d'équipe, s'impliquer dans des dynamiques partenariales et saisir les enjeux de la participation.

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Former au développement communautaire et aux enjeux de l'interculturalité via la recherche-formation

Cette présentation orale vise l'échange autour du développement communautaire comme intervention sociale, en réponse, notamment, aux problèmes d'exclusion et de cohésion sociale, tels qu'exacerbés dans l'accompagnement de certaines populations migrantes. La conduite d'une recherche-action auprès d'un village de stabilisation de familles Rom à Dijon en lien avec une démarche nationale sur le sujet du développement communautaire et du travail social permettra de partager des résultats concernant :

- la déclinaison de différentes formes du développement communautaire ;
- les implications territoriales et culturelles d'une "communauté" spécifique ;
- les pratiques professionnelles vs développement communautaire : tensions, spécificités, enjeux.

Il s'agira surtout de partager l'expérience de la recherche-formation pour l'amélioration d'un dispositif de formations autour du développement communautaire.

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Key words:
développement
communautaire et
interculturalité

La réflexion sur le rôle du travail social dans les quartiers exclus : Le cas du quartier de Mina

Le quartier de la Mina de Sant Adrià del Besòs, aux environs de Barcelone, se construisit pour une population essentiellement « barraquiste » de la périphérie de Barcelone ainsi que pour les émigrés du reste de l'État Espagnol. La haute densité de population et d'espace, le chômage structurel et la présence de collectifs mafieux, ainsi comme la vente de stupéfiants, constituent une situation sociale complexe (Consortium de la Mina, 2015), même après avoir investi 218,66 millions d'€ dans le quartier (2000-2014).

L'investigation analyse ce qui s'est passé pendant cet intervalle de quinze ans dans le quartier après de multiples interventions. La méthodologie utilisée a été la mixte. Il y a eu un rapprochement à 104 agents clés (à travers de groupes de discussion, d'interviews de groupe et d'interviews individuelles), 69 interviews en profondeur aux voisins et voisines et 89 questionnaires.

Dans cette communication, les seuls résultats présentés sont ceux qui nous ont conduits à une réflexion avec des implications éthiques sur le rôle du Travail Social dans ce quartier, extrapolable d'après notre critère, à d'autres quartiers en situation d'exclusion sociale.

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Key words:

quartiers exclus
éthique
services sociaux

Enseigner/Faire comprendre ce que recouvre la notion de territoire en formation d'ASS

Cette contribution vise à rendre compte d'une expérience de mise œuvre d'enseignements relatifs à la complexité des territoires en filière d'Assistant(e)s de Service Social (ASS), à l'IRTS de Franche-Comté. Il a été en effet reconnu que ces enseignements alimentaient fortement les écrits en lien avec les périodes de stage et devaient s'inscrire de manière progressive au sein des trois années de formation. Testés depuis près de trois ans, le positionnement des différentes interventions et leur mise en lien sur la durée de la formation est aujourd'hui validé et entre dans une période d'application qui donne d'ores et déjà d'excellents résultats. Nous souhaitons par cette contribution partager ces acquis afin d'améliorer l'approche de la complexité des territoires auxquels se rattachent les situations prises en charge par les ASS.

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Key words:

complexité
territoire
développement local
formation
assistant(e)s social(e)s

Interventions collectives porteuses de sens

Au Québec, l'intervention collective, aussi appelée organisation communautaire, est pratiquée dans le service public depuis les années 1970. Elle est reconnue comme l'une des méthodes majeures du travail social parce qu'elle mise sur l'action collective et parce qu'elle possède un corpus de connaissances, des approches ainsi que des méthodes spécifiques. La contribution présentera les défis contemporains de la formation à l'intervention collective autant au niveau du baccalauréat en travail social, qu'à celui des masters et de la formation continue en cours d'emploi. Les nouvelles compétences à développer s'inscrivent dans la prise en compte des dimensions économiques, culturelles, environnementales et politiques dans l'analyse des problématiques sociales et l'élaboration des stratégies d'intervention.

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Key words:

intervention collective
organisation
communautaire
formation
communautés de
pratique

Le territoire : un socle commun

C'est ce constat, établi en parallèle de nos interventions en travail social et de la publication d'un ouvrage destiné à proposer des outils et méthodes pour aborder la complexité des territoires (Moine, 2015), qui nous a engagé à réfléchir à la manière de combiner les enseignements relatifs à la complexité des territoires. Si le concept utilisé est le même dans les quatre niveaux de formation appréhendés, le positionnement des professionnels du travail social est par contre différent, et au final il s'agit de les combiner dans le cadre des maquettes pédagogiques des instituts de formation.

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Key words:

territoires

Social mix and integration processes: innovative paths in the training of social workers

The housing policy debate over the last decade has brought to light an increasing interest in the theme of spatial concentration in those groups that are often subjected to social exclusion. The general approach of European policies responding to the effects of residential segregation is based on interventions aimed at reducing or preventing spatial segregation by identifying the 'quota' of particular social groups within the neighbourhoods. Certain regions in Italy have also started to insert a social mix within the housing policy to favour the cohabitation among the residents. In this scenery is inserted the experience made in the Marche region. The project has paid special attention to the training of social workers belonging to different institutions in order to identify the most appropriate interventions. This paper will present the various phases of the training program and the methodology used for the introduction of social mix, in addition to the project outcome.

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Key words:

training
social workers
social mix
integration
neighbourhoods

Trois instituts de formation en travail social ensemble pour agir autour de la participation, des actions collectives et du développement social

Le projet présenté vise à affirmer le rôle des établissements de formation en travail social dans les dynamiques collectives, en développant des approches plus et mieux ancrées dans les territoires. Fruit d'un processus engageant, il a permis de réinterroger les visions et les cultures de nos établissements en matière de participation, d'action collective et de développement social. Un important travail de mise à plat des compétences a été réalisé, après avoir énoncé notre philosophie, nous permettant de formaliser des offres de formation continue qui se construiront avec les besoins qui émergent sur les territoires. Mais au-delà de ces résultats, c'est une expérience collective en acte qui s'est jouée entre les acteurs de ce projet, une collaboration institutionnelle inédite et une rencontre entre individus porteurs d'une éthique des relations, d'un souci de la réciprocité, et d'une volonté forte d'innover pour répondre aux enjeux d'un travail social ambitieux et porter de sens.

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Key words:

formation
participation
collaboration
dynamiques collectives
réseau

Challenges in teaching risk and decision making in social work

There is increasing interest in teaching about risk, professional judgement and decision making in social work (Taylor, 2013) but there is little consensus on an appropriate curriculum.

This presentation will share ideas and prompt discussion based on research and experience of teaching:

1. an undergraduate (qualifying) social work course on:
 - o a conceptual framework
 - o justifying taking a risk
 - o using risk factors to predict harm
2. a postgraduate (post-qualifying) course for newly-qualified social workers on:
 - o use and misuse of actuarial risk factors
 - o models of professional judgement
 - o engaging clients and other professionals in decision making
 - o communicating & managing risk

The presentation will raise curriculum issues in teaching risk and decision making.

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Key words:

decision making
risk assessment

How to overcome “either-or-polarities” in intervention: core competences for professionals in supporting clients in social work

Professional support in social work often finds itself between conflicting priorities such as target-oriented vs. process-oriented, standardized vs. individualized, strictly conceptual vs. strictly flexible, “top down” vs. “bottom up”. Real life experience of professionals in social work shows though: Intervention strategies need to be more flexible and dynamic. This discrepancy between normative and factual requirements poses challenges on professionals with respect to intervening successfully. On the basis of both established theoretical concepts and case vignettes, a new, innovative model that defines core competences for social work practice was developed. With the presented model, the elements of pedagogical intervention in social work can be seized methodically. As a result, social work practice can be substantiated in terms of core competences with relation to a variety of professional profiles.

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Key words:

intervention

The devil is in the detail: scaffolding teaching and learning about critical reflection

This paper reports on the outcomes of a formative peer review of the critical reflection curricula across the undergraduate social welfare course at Southern Cross University, Australia. The review revealed students did not practise, and by implication understand, the intricacies of critical reflection. Could students' understanding of, and capacity for, critical reflection be more effectively fostered by incrementally introducing elements that build their reflective capacity? This presentation discusses the strategies that we have introduced to improve the scaffolding of reflective practice across the course. We will present a scaffolding frame and marking rubric that we developed during this process. These were designed to unpack the multiple dimensions of reflective practice and provide a reference for teachers and students when assessing the practice of critical reflection.

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Key words:

critical reflection
emancipatory learning

The student as an 'expert of experience' and the possibility to use this experience constructively in training sessions

At the University of Applied Science in Utrecht the students who are going to work in mental healthcare get familiar with the recovery oriented care. Recovery oriented care is based on empowerment and rehabilitation of the service users. The students get familiar with the CARE-model of Wilken and Hollander (2015). In the training sessions the teachers are supported by former service users to share the experiential knowledge (Banks, 2013).

In this workshop the participants will discuss the worth and the value of the use of experiential knowledge, but will also discuss the price teachers pay and benefits they gain by tapping this experiential knowledge.

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Key words:

didactic tool
recovery
rehabilitation
strength based approach

ICM France & Argentine

Les échanges internationaux au service du développement des contenus de formation.

Présentation d'un projet ICM entre la France (ESSSE, ETSUP et IFTS) et l'Argentine.

Le projet concerne 4 centres de formation : 3 Français (ESSSE Valence-Lyon, ETSUP Paris, IFTS Grenoble) et 1 Argentin (Université de Cordoba). La finalité partagée est relative à la volonté d'une meilleure articulation entre enseignement, pratiques professionnelles et recherche.

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Key words:

violence en éducation
outil de formation initiale
et continue
dessin-langage

Researching the privatisation of social work within the shifting sands of neo feudalism

This presentation argues for and presents a new methodology and methods to research privatisation, companies and corporations and trade agreements and their effects on social work and users.

Many liberal welfare states, such as the US, Australia, Canada, New Zealand, and the UK have already privatised much of social work and social care. In Europe the Social Democratic welfare state has also begun a process of reform towards privatisation and citizens paying for services and Asian & Latin welfare states are under pressure to develop privatisation. Also, unfortunately within social work we have seen the emergence of 'pirates' who have sought financial rewards from this process of divesting society of public services.

Author(s):

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Key words:

methodology
privatisation
corporations
trade agreements
public goods

Social Work Education encounters public tendering

New procedures of public tendering in social work recently have been implemented in Flanders (Belgium). This presentation firstly depicts the actions by students of Karel de Grote University college, Antwerp. Furthermore, we propose a broader theoretical framework on tendering and neoliberal purchase of Social Work services by the government.

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How Dutch higher professional education becomes more and more similar to secondary education

The times they are a changing, always. The transition from a welfare state into a liberal market economy has a huge impact on education in the Netherlands. It has impact on the Dutch students, on the curriculum and on the organizations. Lecturers have to deal with it every day and try to cope with it. Nevertheless, education is changing dramatically. Are 'we' (lecturers) in a position to protect the quality of education in sake of our task: delivering qualified (young) professionals to the market of social work?

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Key words:

changing society
students attitude
university core business
politics and policy

Resisting the neoliberal assault on social work education

Within neoliberal contexts, social work educators, who claim commitments to social justice, may find our analysis at odds with neoliberal orthodoxy. The individualisation of social problems, encouraged by neoliberalism because of its proclivity to accept existing inequalities in the system, promotes establishment/conservative forms of social work that are infiltrating social work education. Social work education holds direct implications for social work as a discipline and the type of professional practice that is carried out in the field. Whilst there is now a considerable body of research evidence detailing the impact of neoliberalism on higher education, more recently, an emerging body of literature has started to specifically document concerns about the impact of neoliberalism on social work education. This paper seeks to contribute to this discussion, systematically documenting the critiques and additionally seeking to describe vital practices of resistance.

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Key words:

Neoliberalism
critical social work

The educational system in the embrace of contemporary neoliberal policies: equal opportunities or hidden inequality

Education as a stepping-stone for many young people means not only gaining skills for enter the labor market but also the basis for livelihood. Modern idea of individualism, as the central idea of modern society, creates the impression of an individual responsibility for his/her own social status, which depends on his/her ability to manage risks. This reflexive modern puts the focus on the individual, with his/her 'skills', 'psychological disposition' becomes important, making the right decisions, and it appears as though the individual is the one who can alone (on the basis on their ability) successfully carry out the task of creating their desired neoliberal identity. Meanwhile, the importance of wider social processes, like social stratification and social power, are completely obscured behind the individualisation of individual responsibility.

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Key words:

neoliberal policy
education
individualization
inequality
young people

Competence based education and integrated learning: the face lift of our pedagogical concept

The face lift of our pedagogical concept: integrated learning
In 2010 we changed our curriculum and introduced four 'learning lines'. A 'learning line' is a logical learning path clustering courses that focus on developing a similar set of competences within the three bachelor's years. The four learning lines include the conceptual line, the skills line, the practice line and the integrational line. In the 'integrational' line, students work on a profession related output. Lecturers refer to acquired theory and practice, new theory is brought to a minimum. The concept of integrational learning fits in our vision to gradually reduce input of the lecturer and increase the self-management of the student. Through the example of the courses 'talent acquisition and development I & II' this presentation will showcase the concept of integrated learning and how we elaborated this course collaborating internally, cooperating with external organizations and involving our target population.

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Key words:

integrated learning
pedagogy

To shape social change – a theoretical reflection on Thiersch's, Bourdieu's and Addams' ideas

Hans Thiersch, Pierre Bourdieu and Jane Addams lived in different times and in different national contexts and cultures, but they have all focused in their work especially on structural conditions of social work. The presentation will sketch their theoretical approaches and, transferred to the present time, ask for new methods of intervention inside. The social space, a term used by each of them, will be analyzed in depth as the common thread although the authors have different perspectives on it: Addams' solidarity, Bourdieu's life style and Thiersch's bigotry of the everyday life. They all attach to the internal and external difficulties of disadvantaged people to change their situation. How could social work focus more on these transitions and use the social space more viable as a social network and as a resource? The presentation will give a first answer to discuss.

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Key words:

social space
theories of social work
social action

The development of professional identity in social work studies

In this paper the elements of "Professional Identity" as segments of the construct to be understood "professionalism" and become the focus. A critical survey of the hitherto barely existing empirical studies on the formation of a professional identity within the study of social work can be a diffuse picture arise and indicates that there is still room on the curricular level to catch up.

How is it possible through the academic study of social work professionalization processes in terms of the construct to produce "professional identity"? This question is the central reference point of our presentation.

The presentation can consequently the second main theme "Development of curriculum and course contents in social work" of the conference assign and wants to go next to a representation of the empirical results from the German-speaking countries in a thematic and constructive discourse with representatives from other European countries

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Key words:

professional identity

The person centered participant direction curriculum project

Person Centered Participant Directed (PC/PD) approaches to care represent a major paradigm shift from traditionally provided services, in which the decision-making and managing authority is vested in a professional. This session will describe a collaboration between 9 schools of social work, the National Resources Center for Participant Directed Services in a project to educate participants in the definition and philosophy of PC/PD, its service delivery components and role within social work education and practice, and the competencies that students will need to work effectively within community-based Long Term Support Services, In addition, The session will provide an overview of training in the process of planned curriculum change. Strategies to link teaching resources (e.g., lectures, case studies, media, and assignments, provided to participants via a PC/PD Competencies Toolkit will be also presented.

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Key words:

participant direction
person centered care
curriculum development

Process and Dilemmas of Developing Interprofessional Collaboration in Education of Health Professionals

How does a national health system change from a set of isolated, independent professions to a collaborative, integrated whole? This presentation documents and analyzes the beginning of such a change in Lithuania. The WHO Framework for Action on Interprofessional Education & Collaborative Practice states that “Collaborative practice happens when multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care.” Progressive Lithuanian legislation promotes collaboration, but despite some integrated care innovations, little has changed. This kind of practice does not occur by itself. It is learned. Logically it begins when students and instructors experience it during their training. Yet international programme accreditation reviews at the university highlighted the absence of collaboration. Students, faculty, and graduates needed something new, but the changes were so profound and unfamiliar that programme heads, who expected some collaborative developments, did not see how to change their curricula.

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Key words:

interprofessional
collaboration
education

Le DUT carrières sociales, une formation sociale universitaire professionnalisante ?

Dans le contexte actuel où les relations entre les Etablissements de Formation en Travail Social et les universités sont questionnées (rapport Jaeger, 2012) et la rénovation des formations initiales engagée (rapport Bourguignon, 2015), cette communication a pour objectif de partager les pratiques professionnelles expérimentées dans le cadre du DUT Carrières Sociales option éducation spécialisée de l'Université Paris Nanterre. Depuis sa création en 2009, la professionnalisation est au centre de la réflexion de l'équipe pédagogique : quel lien entre enseignements théoriques et savoirs pratiques acquis lors des stages ? Quelle collaboration entre universitaires et acteurs du social ? Comment accompagner le parcours les jeunes étudiants du DUT, qui choisissent souvent ce dispositif singulier pour confirmer leur projet par des mises en situation professionnelles ?

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Key words:

formation initiale
éducation spécialisée
université
professionnalisation

Tackling different mindsets – interdisciplinary trainings in social work education

Knowledge, methods and perceptions of a single profession seem to no longer be sufficient to effectively tackle social problems. In order to meet today's requirements of social work the Faculty of Applied Social Sciences of the Cologne University of Applied Sciences has incorporated project-based interdisciplinary trainings into the curriculum of social work education. The faculty aims to enhance their students' ability to more effectively initiate projects, develop strategies and negotiate solutions to social problems in collaboration with experts from different professional backgrounds. In my talk I would like to exemplify how to develop this kind of project-based interdisciplinary training in social work education in collaboration with different professions at your university. I would like to specify both the factors and the requirements for developing this kind of trainings. And I would like to present the educational concept of one of the faculty's interdisciplinary trainings.

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Key words:

curriculum development
interdisciplinary
competences

The importance of nonverbal communication and the concept 'use-of-self' in social work

This presentation re-examines the concept 'use-of-self'. In particular, it looks at the importance of nonverbal forms of communication, and describes how an intersubjective perspective and the concept attunement can aid our communication with others. It focuses on the concept 'use-of-self' but from its more visible and observable features and how this can help us to understand ourselves and others. This can include the different ways that the previous and/or current life experiences of a service user or social workers can be represented in terms of their: (1) facial expression, especially eye contact; (2) the voice used; (3) the words chosen; (4) the body language and gestures adopted; (5) general appearance and mode of dress observed; (6) the actions and behaviour demonstrated; and (7) the extent to which our experiences as human beings form part of our characteristics and personality. This includes the way the setting or wider social context can influence communication between people.

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Key words:

non-verbal communication
use-of-self

Vers un double cursus professionnel et universitaire dans une formation en travail social. Enjeux et perspectives

Cette communication s'appuie sur les résultats d'une étude en cours menée auprès d'étudiants en formation d'assistant de service social inscrits dans un double cursus de formation professionnelle et universitaire. En cherchant à comprendre le sens de cette expérience de formation chez ces étudiants, il s'agit de saisir ce que signifie pour eux cet engagement et en quoi ce double cursus « Assistant de service social » et « Licence de sciences humaines et sociales – sociologie – travail social » peut marquer de manière spécifique leur processus de professionnalisation et la construction de leur identité professionnelle. En quoi cette double diplomation peut-elle constituer une voie de progrès pour la qualification des futurs assistants de service social ? Nous positionnons cette étude dans le champ de l'analyse compréhensive des pratiques de formation en cherchant à analyser comment se vivent, se construisent et se transforment les parcours dans le contexte de la formation aujourd'hui.

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Key words:

identité professionnelle
professionnalisation

The importance of interpersonal communication in social work

My presentation is based on the fact that having good communication skills a social worker can achieve perfection in his line of work. Starting with Marshal Rosenberg's non-violent communication, following the work of Paul Ekman on emotions and micro-expressions, continuing with the different mentalities between men and women of John Gray, interpretation of body language of Joseph Messinger etc. the social worker needs to be equipped for the challenges he faces on daily basis. Based on the studies of Martine Tardy – a morphopsychologist and graphologist – “The transmission of a message is based 55% on our gestures, facial expressions, physical appearance and posture while our words and intonation in voice count respectively for only 7% and 38%.” How can a social worker master his verbal and body language in a way to get best results but by investing in his own personal development?

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Key words:

interpersonal
communication

Coeducation in the formation of professionals of Social Work

Sex and Gender are different concepts. Sex has a biological component and it is acquired, one is born with a particular sex. Meanwhile Gender is a developed cultural construction, learned by the different societies that grant each person a series of characteristics, behavior rules, etc. according to the sex with which one was born. This social differences build our conception of the gender in function of the sex with which one is born, being those which can produce problems in the socialization producing unequal treatments for men and women. In this point, it is interesting to analyze the paper of the Social Work in the educational environment, with the objective of a social intervention for the construction of equitable and not discriminatory societies for sex reasons. The objective of this article is to present the connection between Social Work and Coeducation, identifying the functions and activities to be developed for social workers in the educational environment.

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Key words:

coeducation
educational environment

Narrative in social work education

Our contribution draws attention to the relevance of narrative theories and practices in social work and explores possible ways of integration of narrative approaches into social work education. It shall be demonstrated that the use of the narrative theories and reflection on narrative practices are inevitable in social work education. The thesis developed in our contribution is that gaining knowledge on how to deal with users' narratives does not come along with other social work knowledge, methods and skills, but rather demands special attention and place in curriculum. Merely technical instruction on how to conduct interviews with users or document records are not sufficient enough. It is essential to develop understanding of narratives as essential meaning-making structures, which need to be preserved and take care of. It is also crucial to provide the understanding of how social workers construct users and their problems by everyday narrative practices.

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Key words:

narrative perspective
users' life stories

Beyond Voyeurism :The Pedagogy of Service User Involvement in Social Work Education

This paper reports the findings of a PhD research study exploring the impact of service user (SU) stories within the social work curriculum. Using a qualitative instrumental case study approach, it draws on emancipatory discourses and social constructionism. Key illuminations include how storytelling and narratives as told by SUs themselves can be harnessed to enhance understanding, challenge stereotypes and develop professional curiosity. It shows their potential to engage students and SUs in the construction of 'live' theory, the importance of affective learning and how stereotypes may be challenged. Thematic analysis gathered from 7 sources including participant-as-observer methods and depth interviews reveals how impact was experienced by students, SUs and educators in relation to reflexivity, emotionality, role construction and performance and enhancement of critical thinking. The paper concludes with ethical considerations and proposes a model to support teaching practice.

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Key words:

pedagogy
service user
thematic analysis

People Voice. Community reporting as a method to valorise knowledge of experience.

In the Horizon 2020 project Innovative Social Investment. Strengthening Communities in Europe (InnoSi) the Community Reporters method has been used to collect people's voice related to welfare state changes and social innovative projects as a third source of knowledge production.

Specific of the community reporter method is that: 1) People tell their story based on individual and subjective choices. 2) They decide themselves on sharing or not of their audio or video story via a website. 3) Experience experts give peer-to-peer support in the storytelling and -sharing process.

The method is valuable to social workers and policy makers as 1) it makes knowledge of experience visible; 2) It empowers people; 3) it shows impact of social interventions and -policy on people's lives; 4) it contributes to development of new participative research methods and bottom up monitoring of social interventions and policy.

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Key words:

people voice
empowerment
participative research
knowledge of experience
narrative approach
storytelling
citizenship

Developing a hybrid study tour course in Puerto Rico: teaching social, economic, and environmental justice

This study examines how a partnership was developed between two schools of social work in the United States in San Juan, Puerto Rico and Grand Rapids, Michigan. Through the use of social media, online learning, and face-to-face learning opportunities, the course examines how social work educators in Puerto Rico and Michigan partnered globally to develop a hybrid-study tour course. This course focused on the importance of culture as a social construct, embedded in relationships of power, privilege, oppression, and resilience within the context of Puerto Rican and US colonial relations. This multi-media presentation includes a basic framework for developing a course budget, travel itinerary, and curricula in study tour courses. Retrospective student assessment data and qualitative data from student reflection papers demonstrate student development of cultural humility and intercultural competence, as well as critical thinking skills about issues of environmental justice.

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Key words:

cultural competence
study tour
online teaching
university collaboration

Human rights approach and social work: synergies in social intervention plans

The social justice and the Human Rights Based Approach (HRBA) include the global definition of the social work profession approved by the IFSW General Meeting and the IASSW General Assembly in Melbourne in 2014. Nowadays, theoretical and methodological projects in human development are guided by the HRBA. This approach was first applied to cooperation programs and afterwards in other social policy, especially in design and evaluations plans. The HRBA's conceptual base is composed by a normative and a methodological aspect. The first one is referred to the international normative about human rights. The second one is related to the analysis of causes, roles and capabilities. According to these last steps, we are developing a diagnostic about social justice and human rights in childhood as well a design about a social intervention strategy in La Rioja, which is a region of Spain.

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Key words:

human rights approach
social intervention

Combatting wealth and income inequality as essential curricula for social work education in the 21st century

World leaders like Pope Francis and President Obama, have identified rising economic inequality as “the defining challenge of our time”. The President of the International Federation of Social Workers, Gary Bailey, urged social workers at a world conference in Melbourne in 2014 to “become more political” in tackling inequality. This presentation argues that combatting wealth and income inequality constitutes a definitive test for social work in the 21st century and that social work education is integral to that challenge. However, the responses to this problem by mainstream social work have been slow, contradictory and misdirected by neoliberal social and education policies. This is reflected in social work curricula prioritising therapeutic and managerial techniques while marginalising social science. The presentation argues for a critical-political social work education centred on critical social analysis, pedagogy, reflection and activism in contesting wealth and income inequality.

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Key words:

economic inequality
critical social work
critical reflection
activism
universal basic income

Forensic social work

Social work in the Netherlands is closely involved in childcare, child protection, youth crime, probation, case-management in prisons and psychiatric forensic care. A broad domain with a specific body of knowledge and skills.

Hogeschool Utrecht develops a new curriculum for students to qualify for this domain. In cooperation with Dutch probation, forensic care, youth care and the Dutch Centre for Social Development a qualification matrix will be developed. And Dutch Schools of Social Work throughout the Netherlands have been asked to join in. This presentation will focus on the draft qualifications for Forensic Social Work as a supplement to the general social work qualifications of new emerging curricula. And as a first step towards an international exchange it will present an English exchange program for students with a specific interest in forensic social professionals.

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Key words:

forensic social work
curriculum development

Social work and sexuality: how can one educate social workers who are reflective on own contribution to marginalization?

I will address the hegemonic knowledge regime within social work. This I will do by discussing theories within teaching about gender and sexuality. The paper is based on a six-credit obligatory bachelor social work course given at the UiT The Arctic University of Norway. The title of the course is 'Diversity and Marginalization: Gender, Sexuality, and Social Work'.

Even literature within social work on lesbian, gay, bisexual and transgender issues does not engage with queer theory (Hicks & Jeyasingham, 2016). I will argue that theories within social work on gender and sexuality need to be supplemented by queer theory.

I will elaborate on the pedagogical strategies that are being used during the course, and suggest ways to produce social workers that are being equipped with a critical understanding of various, often understood to be incompatible, theoretical traditions.

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Key words:

Facilitating experts by experience and professionals to turn gaps into springboards

This presentation will describe how experts by experience and teachers/trainers can be facilitated to become aware and deal with such (possible) clashes.

More and more social practices and educational institutions in the Netherlands involve experts by experience. However, the collaboration between experts by experience and professionals is not always without tensions. These tensions are caused by gaps between different worlds and they can become a hindrance if not addressed. When tandem-partners are willing to be open and reflective, they gain valuable insight in the differences but at the same time also discover similarity within their different perspectives. Deliberately exploring the gaps leads to a stronger and more qualitative collaboration between experts by experience and professionals (teachers, trainers). We - Henrike (Expert by Experience) and Elisa (Lecturer) - will explain how we facilitate this at our school of social work.

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Key words:

lived experience
Power Us

Expert by experience perspective in social work education

This presentation will be based on an investigation that involves five experts by experience in the field of mental health and eight students of social work. Those two research teams were an educational experiment in which I wanted the student to understand better the nature of user led research, and to explore whether there were differences between the student's and expert by experience's research design. The study also wanted the student to reflect on what they had learned of the advantages and disadvantages of involving experts by experience in research. The main question was not just a question of "what is different when the researchers are expert by experience?" but "what can we learn from this process and how do we all, as researchers (student or expert by experience), shape knowledge production?" Efforts have been made to measure the extent to which researchers with different backgrounds conduct the investigations differently.

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Personnes accompagnées et formation des travailleurs sociaux à La Réunion : vers la construction de « savoirs expérientiels »

Cette communication questionne la participation des personnes accompagnées dans les processus de formation des intervenants sociaux à La Réunion. En dehors du témoignage, quelle autre forme cette participation peut-elle prendre ? A l'image des « patients formateurs » (Jouet, 2013), comment les personnes accompagnées ou ayant été accompagnées peuvent-elles réaliser un retour réflexif sur leurs expériences et les transmettre à des apprenants en travail social ? Quelles questions éthiques, la question de cette transmission pose-t-elle ?

Pour apporter des éléments de réponse à ces questions, nous allons nous appuyer sur une recherche-action actuellement en cours à La Réunion dans deux centres de formation de travailleurs sociaux (l'Ecole des Métiers de l'Accompagnement de la Personne et l'IRTS de La Réunion qui font partie de l'UNAFORIS OI).

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Key words:

participation des personnes
participation des usagers
croisement des savoirs
savoirs expérientiels

Relational social work education and involvement of Experts by Experience: messages from qualitative research

For 9 years the idea to involve service users and careers in the education has been an important part of the social work education program at the Catholic University in Milan. Our experiences of service users' involvement confirmed that beyond the general benefits (Barnes et al., 2006; Rush, 2008; Skilton, 2011; Beresford, 2000; Irvine et al. 2015) there are some specific positive effects and improvements in key aspects of social work profession. In this contribute messages from qualitative research will be presented. These messages emerged from the analysis of more than 300 texts realized by students of bachelor's degree after full day meetings with Experts by experience in University. In the contribute reflections about our model of service users involvement and text analysis concerning students' learning experience will be discussed.

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Key words:

service users involvement
qualitative research
prejudice attitudes

Social networks services applied to social intervention

Since the appearance of the internet, the metaphor of networks has inundated every corner of reality, whether 'offline' or 'online'. The online social system presents new relational possibilities for every type of activity, whether between groups of persons or organizations. At the current stage of internet consolidation, services found on online social networks have emerged, enabling people to connect in new ways. Such services provide opportunities for all activities involving communication and the exchange of information. Sharing, cooperating, coordinating and exchanging information and resources are collective actions facilitated by the existence of tools and services provided by new technological mediums. Professional environments strategically constructed with these social mediums are herein observed and analysed so as to ascertain what type of activity may be occurring in said environments and to see if within these new mediums of socialization patterns of social connectivity are being produced that may constitute a reflection of the social connectivity found in the 'offline reality'.

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Key words:

social innovation
social network analysis
social technology
working with communities

Interrelationship between education and practice for sustainable development of the Social Work profession in Latvia

Latvia is open to global influence which increases uncertainty and a sense of insecurity in society. It is expected that the social workers will act professionally and competently to enhance the capacity of general public to cope with emerging challenges. Social work education and practice is one of the most essential issues of current social work policy in Latvia. The sustainability the profession depends on synergistic interaction which involves the generation of new knowledge ensured by proper education, the practical work and research.

In the existing socio-economic situation and socio-cultural space fragmentation processes, social work professionals feel uncertain. Awareness of social transformation process inevitability, deep understanding and knowledge in the management of social changes are particularly important for social workers not to get lost when facing changes and not to lose the core values of the social work profession.

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Key words:

social work profession
Latvia
synergistic interaction

The importance of research for the development of good educational program: development of guidelines and education program for social workers in the field of alcohol and drugs

The quality of educational programs is essential for good social work practice in the field of alcohol and drugs. With this philosophy in mind, we joined the three-year project PROMISE, the purpose of which was to prepare multidisciplinary guidelines for the training of social workers, psychiatrists, psychologists, and as specific group-Guidelines for the inclusion of mental health service users. The aim of this oral presentation is to provide a series of recommendations in the form of best practice indicators to help professionals and communities to develop and evaluate quality-training programmes for professionals in the area of alcohol and drug use in Europe.

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Key words:
best practice
stages of research
case study
multidisciplinary

Social work community professional growth matters: using social work higher education curricula development retrospectively in Estonia

Contemporary social work history during past 25 years is unique due to the dramatic transition in society and social science education. Our presentation aims at analysing the social work higher education curricula retrospectively in Estonia to draw social work education development and influence on society.

Social work curricula in higher education have been under pressure and rapid change due to the fast developments in the Europe in terms of defining of the social problems but also due the lack of our own core knowledge in social work profession.

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Key words:
social work profession
structural change in social
work curricula

Les médiations expressives comme chemins de traverse pour explorer la participation des usagers au sein d'un centre de formation

"L'oblique est plus efficace que la droite, car elle favorise le détour", nous dit Jean Oury. Les sessions de médiations éducatives et expressives, proposés à l'IRTS, invitent ainsi les étudiants éducateurs spécialisés à voyager sur des chemins de traverse. Se décaler, décaler son regard s'offre alors à eux. Mais, de plus, lorsqu'ils partagent en partie cet espace/temps avec des personnes en situation de handicap, et inscrites dans des ateliers clowns, la topographie éducative habituelle se trouve alors bousculée. Au sein de cet espace formatif, la participation des usagers permet ainsi aux étudiants de découvrir qu'ils peuvent apprendre autrement des personnes, auprès desquelles ils assureront ultérieurement des accompagnements socio-éducatifs divers.

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Key words:

médiations éducatives et artistiques
participation des usagers

Evaluer le « multi-impact » d'une formation « multi-regards Premier retour d'expérience sur le module « Non Recours et précarité »

Cette communication se basera sur l'expérience du module de formation « Précarité et Non Recours aux droits » en cours d'expérimentation par le Collectif SOIF de Connaissance.

La particularité de ce module est qu'il se fonde sur un processus de co-conception et de co-animation par des chercheurs, des formateurs, des professionnels et des personnes ressources connaissant ou ayant connu la grande précarité. Il s'adresse à des étudiants en formation initiale (ASS, CAFERUIS, ES....) mais aussi des professionnels en formation continue.

Cette communication visera à interroger les possibles impacts de cette expérience sur la "professionnalité" de l'ensemble des personnes impliquées, et sur le changement de regard et de pratiques qu'il peut générer à la fois chez les chercheurs, les formateurs, les étudiants, les professionnels, les personnes ressources

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Diagnostic d'apprentissage au service des élèves de la licence de travail social de l'Université de Barcelone (2014-2016)

Le groupe d'Innovation de l'Enseignement [Tr@snet](#) (2014-2019) mit en marche en 2014 un programme d'Apprentissage-Service (ApS) dans la Licence de Travail Social de l'Université de Barcelone, en créant ainsi un itinéraire de la première à la quatrième année formé par onze projets. Cette communication présente le diagnostic réalisé à partir de l'expérience de 131 élèves (2014-2016). L'objectif général de ce Programme est de renforcer le procès d'apprentissage des élèves à travers du contact direct avec la réalité, de générer un service et de maximiser leur compromis comme futurs professionnels.

Pour évaluer le procès et les résultats du Programme, une méthodologie mixte a été utilisée : 9 groupes de discussion, 81 fiches du profil des étudiants et 97 questionnaires d'évaluation ont été réalisés.

Les élèves de Travail Social évaluent très positivement ce genre d'apprentissage qui leur a permis l'approchement de la théorie, de la réalité sociale et de la pratique professionnelle.

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Key words:

apprentissage-service
innovation dans
l'enseignement

Et si on parlait de désinstitutionalisation en France

La FNASEPH, fédération d'associations représentant les parents d'enfants, adolescents et jeunes adultes en situation de handicap, impliquée depuis 1996, pour une vie en milieu ordinaire au sein d'une société inclusive, souhaite apporter son regard sur le travail social et les enjeux pour répondre aux défis de l'évolution sociale notamment portés par l'esprit de la loi de 2005.

Les concepts de projet de vie, de prise en compte des attentes et des besoins, de réponse accompagnée, de plan global de compensation, d'expertise d'usage... sont autant de sujets qui doivent intervenir dans les contenus de formation.

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Human rights, refugees, and ethics in social work profession

The promotion of human rights and social justice has become synonymous with professional social work. In the 50 years since the International Bill of Human Rights, schools of social work, accrediting bodies, and professional associations have enshrined human rights in codes of ethics, policy statements, and curricula. While social workers around the world advocate for refugees and displaced persons in community-based resettlement programs, through humanitarian aid programs, legal assistance and policy reform efforts, humanitarian crises have increased with alarming frequency and magnitude. Discourses that criminalize such vulnerable people signify a return toward the concepts of 'deserving' and 'undeserving' across Europe, the United Kingdom, Australia, and the United States. In this multi-media presentation, we explore the ethical dimensions of social work practice with refugees, the potential for administrative evil, and implications for teaching social work from a critical lens.

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Key words:

human rights
refugees
teaching ethics
critical social work

Refugees and Integration - Lessons for Social work

This presentation is based on a recent study conducted with people exiting the asylum system in Ireland, where asylum seekers live in institutional settings known as 'Direct Provision' and are not allowed to work or study. We set out to explore challenges that they faced in making the transition from 'Direct Provision' to integration into local communities. The authors partnered with a refugee activist organisation and conducted the study with peer researchers. Both these factors contributed to the study's relevance in informing policy and practice in this area. The findings indicate failings on the part of the state in facilitating integration. Social work educators have a crucial role to play in ensuring that social workers are aware of the potential challenges that refugees face and the supports that they may need, so that they can ensure that social work services are accessible and that they facilitate and contribute to integration.

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Key words:

refugees
research-based learning

Refugees and asylum seekers: Creating a counter-narrative - a core part of a 21st century social work internationalised curriculum

A high number of refugees, including unaccompanied minors are coming to Europe seeking asylum. The public climate often is not welcoming and sometimes even hostile, fueled by negative media reports and exaggerated numbers of refugees coming into the country. We argue, that even professional social workers and students are not immune to the negative climate. So we examine ways to expand a positive welcoming culture and how to implement this into social work education. One center piece of the presentation are first results of a study with unaccompanied minors in Germany and the effect their narratives have on students. Examining media reports, data on actual numbers of refugees especially in the UK, practice-experience by professionals, and human stories of refugees combine to produce a viable counter-narrative. Thereby, students develop stronger personal and political arguments to guide their thinking and practice.

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A professional future for European social workers...

I propose a sociological view to relate the attending of social work young students of level IV in Romania in the setting of European mobility programs. Romanian social workers of various professions will be trained mainly in university. With an average salary of 280 euros per month in large urban areas (2016), a part of the Romanian population whose social workers, experience themselves difficult living conditions. In this context, this communication will lay the backdrop ethical questioning on the job analysis. It will cover an analysis of this region in central Europe, where we can notice the problem of child abandonment for a certain part of the Romanian population driven to the wage exile. To compensate this phenomenon, we'll set our gaze more positively to highlight innovative experiments in social work, as that of a "social Xchange charity shop" that allows the poorest to have access to a variety of services. This communication will put forward the multiple interests of social science research practices that suppose an analysis on the relationship between formative strategies and professionalities in social work at European scale.

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Key words:

professional future
European social workers

WORKSHOPS

21st century skills for social work in the Netherlands

Major changes are taking place in the social domain in the Netherlands. Responsibility for child and youth care, support for vulnerable people, labour participation and educational support (to name a few) has shifted to the municipal level. At the same time we move away from the welfare state to wards participation society. A society that promotes a strengths-based approach and encourages citizens to be more in control of their own lives, of their own communities, and eventually of society as a whole. Professionals in the social field need to adapt, so does the education of these professionals...

[UNESCO E-TEAM](#)

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Key words:

new curriculum

A communal knowledge base for social work education

The Dutch association of schools of social work started a project in order to develop a shared body of knowledge for the core curriculum of all social work education in the Netherlands. A model was constructed consisting of seven building blocks, partly based on the categorization of Malcolm Payne of social work theories. The model was completed with building blocks about: social work organizations and social policy; the historical and societal background of social work; social work research and innovation, and finally professionalization of social work.

The development and construction of the body of knowledge also raises questions. For example: epistemological questions about the existence of a knowledge base apart from social work practice, the tension between generalised and indigenous knowledge, the inclusion of tacit knowledge in education.

The body of knowledge will be presented and discussed during the workshop. Opportunities for further cooperation will be invested.

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Key words:

body of knowlegde
indigenous knowledge

Are we on the right track with Five Core Competences as a sustainable model for the Bachelor of Social Work program?

Session to exchange views, share and inspire participants around the benefits of a T-shaped educational model, but also discuss pitfalls and possible alternatives from practices and address challenges and struggles. We will do this by hosting a dialogue on five tables, examining together the overarching question: Are we on the right track with five core competences and level differences each year of study? Every table discusses one competency in depth - namely to explore, to intervene, to collaborate, to undertake and to professionalize - exploring further level differences. At the beginning of next each round, the chair will summarize the findings until then, facilitating the joint effort of all the participants. At the end, we will harvest the findings and ask for additional comments, in order to answer the question 'to what extent do these five core competences cover a comprehensive and sustainable social work program and what improvements are feasible?'

[UNESCO E-TEAM](#)

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Key words:

compétences
sustainable social work program
level differences

Bafa-Bafa

Le jeu Bafa-Bafa, un jeu de simulation interculturelle, a été conçu pour sensibiliser à la différence en offrant aux participants l'occasion de mesurer l'effet qu'ont les valeurs, les normes et les comportements dans les interactions interculturelles. Originellement, il a été conçu dans les années 1970 pour la marine militaire américaine, comme un entraînement pour les soldats qui devraient résider à l'étranger. Il est, depuis, très largement utilisé dans l'enseignement et dans le contexte du travail social.

Cette simulation amène les participants à examiner leurs propres perceptions culturelles et préjugés à travers leur implication dans deux cultures imaginaires : une culture mercantile et une culture patriarcale. A travers l'apprentissage de deux cultures, et l'interaction avec l'autre groupe, le jeu permet de faire réfléchir à la manière dont les différences culturelles ont un impact sur nos relations avec l'autre.

[UNESCO E-TEAM](#)

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Key words:

jeu
interculturalité

Being a social worker - exploring and teaching about professional identities

What does social work professional identity mean for social work educators? How can our own understanding help students to develop a sense of professional identity? This interactive workshop invites participants to share experience and ideas for helping students to develop their understanding of professionalism and professional identity. An additional aim of this workshop is to consider the possibility of creating a group for future collaboration.

Building on the global definition of social work (IFSW, 2014), developing professional identity would appear to be important for all social work students regardless of national variations in practice. At the same time, we recognise that debates about social work and professional identity are long-running. Social work has frequently struggled to be accepted as a professional occupation (and as an academic discipline). It is also important to acknowledge that due to its elitist connotations, professionalism hasn't always been valued in social work: this may influence the experiences and perspectives of some social work educators.

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Key words:

professional identity
curriculum

Building a coherent curriculum

This presentation gives insight in the process on how Karel de Grote University College in Antwerp, Belgium applied the common framework of Learning Outcomes defined for the Flanders regions. We start with explaining the preset Learning Outcomes for Social Work in Flanders.

In the second part we explain the process of implementation. How did we develop the new framework further and presented it to the steering committee of our curriculum in order to take decisions based on consensus and in line with the international definition.

In the third part we will explain how we developed a coherent assessment policy for students in regard to the common framework.

In the fourth part of the presentation we will share the challenges that we faced. How to make the learning outcomes more vivid? How to assess the most difficult competency, the normative professionalism? We invite you to go in dialogue and share your experience on this topic.

[UNESCO E-TEAM](#)

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Challenging normality - hegemonial perspectives under scrutiny

Social work's field of action comprises a large variety of different fields of practice. One common denominator is – apart from the tradition of standardizing and normalizing – that they represent results of social-politic compromises as well as an „archive of social conflicts“. Within these, hegemonial positions are dominant. On this backdrop Social Work's standard programmes mainly focus on able-bodied, heterosexual and white clients, thus excluding many other people.

Our didactic approach focuses on challenging social reality and power structures as well as Social Work's practice from a post-migrant, post-heteronormative and post-ableist perspective. With selected examples from our didactic concept we want to give an idea about our approach, which is focused on the question how didactic concepts can present diverse ways of living (in terms of embodiment, sexuality, gender etc.) as social and cultural reality.

[UNESCO E-TEAM](#)

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Co-construire le vivre ensemble

A l'initiative de la Bibliothèque d'Hérouville Saint Clair, des habitants et des professionnels se mobilisent pour tenter de donner du sens au « vivre ensemble » sur un territoire qui se veut partagé par toutes ses composantes quelques soient l'origine, l'âge ou le statut. Ensemble, ils écrivent une histoire... De Septembre 2016 à Juillet 2017, ces initiatives vont se poursuivre et s'amplifier....Par leur coordination et la réalisation d'un web documentaire, l'objectif est de construire progressivement une culture collective du « bien vivre ensemble », un COMMUN.

L'IRTS Normandie Caen participe à la démarche en associant des étudiants en formation initiale aux actions en cours mais aussi à leur coordination. Cette formation-action consiste à co-construire avec les personnes concernées des réponses au plus près des besoins spécifiques du territoire mais aussi à apporter un regard tiers en prenant collectivement à bras le corps et de façon contributive des situations problèmes.

[UNESCO E-TEAM](#)

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Key words:

développement social
local
formation
participation

Coopérations entre travailleurs sociaux et enseignants au service de l'éducation inclusive : enjeux, expériences, perspectives

Atelier participatif sur le thème de la coopération entre enseignants et travailleurs sociaux au service de l'éducation inclusive.

A partir d'une expérience de formation commune conduite par des partenaires issus de l'Education nationale, d'établissements de formation de travailleurs sociaux et d'associations, les débats proposés porteront sur différents aspects favorisant le développement de formations communes entre acteurs de l'action sociale et médico-sociale et professionnels de l'enseignement.

[UNESCO E-TEAM](#)

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Key words:

coopération
éducation inclusive
formation professionnelle

Critical Conversations in the Classroom: Preparing the Empowering Social Worker

In this interactive workshop, the presenters will outline a pedagogical model and then demonstrate strategies for use in the classroom that promote the safe uncovering and discussion of issues related to privilege, disprivilege, inequality and oppression. Participants will explore their positions of privilege and disprivilege and their understanding of the impacts of social location. Participants will then be asked to share the challenges of these critical conversations in the classroom, and finally, the group will address ways in which these challenges can be overcome so as to promote students' self-awareness of their own biases which could be barriers to effective work with marginalized communities. Workshop participants will thus gain a methodology and tools to successfully facilitate difficult discussions regarding positionality of privilege and oppression in order to promote the development of an ethical justice-oriented framework for social work practice.

[UNESCO E-TEAM](#)

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Key words:

justice-oriented pedagogy
privilege
inequality

WORKSHOPS

Dessin-langage « Violences Ordinaires »

Il s'agit de présenter et de faire expérimenter un outil pédagogique, transférable sur différents niveaux de formation et destiné à la formation initiale et à la formation continue des travailleurs sociaux sur le thème des violences ordinaires en éducation, suite à une recherche-action menée par 3 centres de formations de la Région Auvergne Rhône-Alpes (ITSRA, IFTS et ESSSE).

[UNESCO E-TEAM](#)

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Key words :

violence en éducation
outil de formation initiale
et continue
dessin-langage

Digital Storytelling as an innovative pedagogical tool in a Collaborative International Classroom

This workshop prepares participants to use digital storytelling as a pedagogy that integrates students' social work knowledge, skills, personal and professional identity. Workshop content and activities are based on a digital storytelling project with students from two social work programs who were citizens in 21 different countries. Building on narrative theory, empowerment and strengths perspectives, we discuss the transformation that students experience when they use digital storytelling as a way to make connections between themselves and the globalized world. Storytelling has many purposes challenging us to examine our contributions to the world we know. Stories expand our perspectives, inviting us to worlds we have not yet imagined. Stories help us identify problems and implement solutions, learning what is productive and possible.

[UNESCO E-TEAM](#)

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Documentation audiovisuelle en formation et travail social communautaire

Quand la documentation audiovisuelle et le film documentaire viennent rendre compte de processus innovant de travail social communautaire et viennent alimenter les processus de formation des travailleurs sociaux. Cette démarche croisée, entre un Institut de Formation au Travail social français et une commune italienne, visant à faire valoir des actions de travail social communautaire vient aussi alimenter la réflexion des différents acteurs sur leurs actions.

[UNESCO E-TEAM](#)

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Key words:

community social work
social documentation
documentary movie

Du module de formation « Précarité et Non Recours aux Droits » en cours d'expérimentation par le Collectif SOIF de Connaissance...à la participation des parents de quartiers déclarés « zone prioritaire »

Du module de formation « Précarité et Non Recours aux Droits » en cours d'expérimentation par le Collectif SOIF de Connaissance...à la participation des parents de quartiers déclarés « zone prioritaire ». La particularité de ces actions est qu'elles se fondent sur un processus de co-conception et de co-animation par des chercheurs, des formateurs, des professionnels et des personnes ressources connaissant la précarité et des parents percevant les inégalités de la place de leurs enfants dans la société. Nous partons donc du principe comme beaucoup de nos pairs et de nos partenaires que l'on se doit de quitter la place d'expert du travail social et que la parole des personnes concernées soit entendue au même titre que celles des professionnels que nous rencontrons. L'atelier consisterait à mettre en écho les paroles des personnes ressources (personnes dans la précarité et parents), des professionnels, des formateurs,... Et participer à la construction d'un savoir partagé et partageable.

[UNESCO E-TEAM](#)

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Key words:

co-formation
participation
inclusion

Educating for 'Practice Development' and 'Social Innovation'

This interactive workshop focuses on 'practice development' and 'social innovation' and the way three Master Programs in Social Work of three different Universities of Applied research have curricula that prepare students for improving their practice. The workshop places curriculum development centre stage. It aims at a) exchanging experiences of social work educators involved in programs preparing students for practice development and social innovation, b) identifying common challenges and c) motivating to endorse teaching for practice development and social innovation in existing social work programs.

[UNESCO E-TEAM](#)

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Key words:

master in social work
practice development
social innovation
curriculum content

Encourager la participation citoyenne des bénéficiaires de l'aide sociale : leviers, freins, opportunités et menaces

L'impératif participatif se diffuse progressivement dans tous les champs des politiques publiques. Dans le secteur social, il se décline sous une forme interne (faire participer les usagers au sein des établissements) et sous une forme externe consistant à envisager le travail social comme tourné vers l'autonomisation, la socialisation et l'*empowerment* des usagers. Ce workshop propose d'interroger, à travers une méthode contributive et à l'appui de l'expérimentation des « connecteurs citoyens » d'Astérya, les quatre facettes qui permettent d'étudier la question de la participation dans une perspective dynamique : 1. les leviers ; 2. les freins ; 3. les opportunités ; 4. les menaces. Il a pour but d'alimenter les réflexions des professionnels comme des étudiants en vue d'objectiver l'injonction participative à laquelle ils font face de manière croissante. Il s'appuiera sur des retours d'expériences, des vidéos et un travail en groupes restreints faisant l'objet d'une synthèse.

[UNESCO E-TEAM](#)

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Key words:

citoyenneté
participation des personnes
participation des usagers
croisement des savoirs

WORKSHOPS

Expérimenter le « faire équipe » pour développer son pouvoir d’agir professionnel et citoyen

Expérimenter le "faire équipe", susciter du développement de compétences pour débattre, s'exercer à la controverse, rendre visible sa contribution sont les défis de notre dispositif de didactique professionnelle. L'analyse de l'activité est mobilisée pour éprouver la pertinence de "produire collectivement". La coopération est le gage de l'intelligence au travail et de l'émergence de bonnes pratiques professionnelles. Nous pensons que cette expérience est un préalable pour que l'étudiant-citoyen soit en mesure de se mettre à l'écoute et au service de l'utilisateur. Ainsi, chacun sera en mesure de prendre plaisir à faire connaissance et co-construire l'intervention. C'est une première étape pour que le futur travailleur social s'engage dans le lien, situe son pouvoir d'agir et prenne sa place dans le milieu de vie.

[UNESCO E-TEAM](#)

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Key words:

Coopération
Analyse de l'activité
Didactique professionnelle
Fabrique de la citoyenneté
Engagement dans la controverse

Groupwork in Social Work Education, Practice and Research: Being and Joining Together

Group membership appears central to human experience and the promotion of social justice. However social work educators, practitioners, researchers, and partners rarely have opportunities to talk together about impacts, joys and demands of groupwork. This proposed session will engage participants with unifying interests in groupwork to enhance and mobilize their future work, individually and in connection. We will discuss our group and team related experiences, innovative strategies and research interests. Drawing participants across geographic boundaries, fields of practice, and intervention approaches, such sessions are incubators of important international research, practice and education collaborations.

[UNESCO E-TEAM](#)

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Key words:

groupwork
network
collaboration

Hands on! Experience new learning and the implications for teaching

The developmental changes of the Dutch society from welfare State to a participation community requires a new type of professional. The future social worker has to be self-governing, creative, critical, enterprising and also reflective. All the rapid changes in the environment asks for a new perception about education and learning. In the new school of Social Work at Hogeschool Windesheim we educate this type of new futureproof professional. From a perspective on learning and education with concepts as bildung, inspiring teaching, 21th century skills and blended learning.

In this workshop we like you to experience how we manage to translate these themes to concrete education and what the implications are, viewed from the perspective of the teacher and based on research.

[UNESCO E-TEAM](#)

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Infusing Experiential Education throughout the Undergraduate BSW Curriculum

Many social work programs are designed with an internship or apprenticeship as a capstone learning experience. However, the benefit of experiential learning throughout the curriculum is often undervalued. Service learning is one such strategy that uses community engagement as a vehicle for learning social work concepts and practicing basic skills. In this interactive workshop, participants will learn the value of including service learning at the early stages of undergraduate social work education, develop strategies for overcoming barriers to implementation, and practice linking service learning with existing curricular goals.

[UNESCO E-TEAM](#)

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Key words:

service learning
community engagement
curriculum development

WORKSHOPS

International Social Work and Social Development – Teaching and Learning for a globalised world

This interactive workshop takes as its' starting point the Global Agenda for Social Work and Social Development which promotes education and practice standards that enable workers to facilitate social development outcomes. The workshop is based on the tools, techniques and curricula from two international social work Masters programmes from two countries in Europe. The Masters in International Social Work and Social Development at the University of Bedfordshire in the UK and the Masters in Social Work and Human Rights at the University of Gothenburg in Sweden. We will share our experience and approaches for teaching students from diverse countries, disciplines and professional backgrounds, about social work across the globe.

[UNESCO E-TEAM](#)

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Key words:

international social work
social development
tools and techniques

It takes three to tango: the innovatory bond between Education, Research and the Professional Field of Social Work

How to connect both Education, Research and the Professional Field of Social Work into an innovative practice?

This workshop both informs and challenges attendees by means of Design Thinking methods to discuss various answers to this question. Firstly the workshop leaders will introduce themselves, their University, the topic at hand and the Design Thinking Method, which consists of the following steps through which the participants will be led: Bird-in-Hand, Divergence, Convergence & Pitching. Subsequently the participants will be "put to work" in small groups of three to four persons.

The second part of the workshop will be used to elaborate on the example of the Innovation Hub Groningen. How are education, research and the social work field connected in this Hub? The workshop leaders will also explain how the Hub is part of a broader network of innovation labs connected to the Hanze University.

[UNESCO E-TEAM](#)

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Key words:

research
professional field of social
work

Jewish Dyad Learning as an Indigenous Religious and Spiritual Based Pedagogy for Social Work Students

The purpose of the workshop is three-fold:

1. To experience learning space inspired by the Jewish Study Hall and particularly by the hevruta or dyad learning pedagogy.
2. To define and elaborate upon the relationship between indigenous knowledge and pedagogy and the social work profession.
3. To examine the relevance of indigenous knowledge to the development of social work students' personal and professional identities.

[UNESCO E-TEAM](#)

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Key words:

indigenous pedagogy

L'approche par les droits de l'enfant dans les formations en travail social

Objectif : sensibiliser aux enjeux d'un renforcement des compétences dans la mise en oeuvre concrète des droits de l'enfant.

Déroulement :

- Présentation des enjeux et du contexte
 - Exercice pédagogique "le débat mouvant" pour argumenter sur les positions de chacun à partir d'affirmations proposées et prendre conscience des enjeux en matière de formation aux droits de l'enfant
 - Synthèse des discussions à partir d'extraits vidéo d'une pièce de théâtre réalisée par des jeunes sortant de la protection de l'enfance
- Un échange spécifique portera sur la participation des personnes concernées aux formations des professionnels.

Messages clés :

- Cibler les savoir-être au-delà des connaissances académiques
- Avoir une vision globale de l'enfant
- Faire dialoguer tous les acteurs autour de l'enfant
- Développer des outils collaboratifs entre professionnels et jeunes également

[UNESCO E-TEAM](#)

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La participation des personnes accompagnées à la formation des travailleurs sociaux

La participation des personnes accompagnées à la formation des travailleurs sociaux pose question et fait parfois débat ? quels en sont les enjeux ? les questionnements ?

La contribution propose, sur la base d'expériences réalisées à l'IMF à Marseille (dont un film de 7mn), d'engager le débat sur ces questions avec des personnes accompagnées, des formateurs, des responsables de formation.

[UNESCO E-TEAM](#)

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La subjectivité à l'épreuve du travail social : une place pour l'approche clinique en formation et sur le terrain ?

L'atelier se propose de questionner la pertinence d'une formation clinique d'orientation psychanalytique, prenant en compte la subjectivité des sujets, pour des professionnel-le-s, et notamment des cadres, du travail social. Animée par deux enseignantes universitaires et deux cadres du travail social, toutes engagées dans des formations de ce type, il proposera aux participant-e-s d'échanger sur les difficultés à se reconnaître dans leur travail, notamment dans un contexte d'accroissement des phénomènes d'emprise gestionnaire.

[UNESCO E-TEAM](#)

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Key words:

subjectivité
formation clinique
d'orientation
psychanalytique
cadres du travail social
emprise gestionnaire

WORKSHOPS

Learning in times of transition and crisis: experiencing the patterns of change

In 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...

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'.

In this workshop you can participate:

- in a systemic constellation to experience the structures and the patterns of change;
- in a dialogue build on those experiences and the felt possible pathways of transition.

[UNESCO E-TEAM](#)

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Learning sustainability! Social Work course contents promoting environmental, economic and social sustainability

The third Global Agenda item for Social Work and Social Development is "Promoting Sustainable Communities and Environmentally Sensitive Development". The question of sustainability needs our urgent attention also in social work education due to the alarming environmental problems of the planet, the untenable direction of the global, national and local economy, as well as the persistence of social inequality and human suffering. The relevance of social work for the transdisciplinary issues of sustainability is evident and visible also in the Global Sustainability Goals of the UN (2015.)

This workshop is based on an international network for ecosocial transition research and teaching in social work. The aim of the workshop is to invite participants to share their experiences and ideas how to integrate the challenges of sustainability in the contents and values of social work education. As impulse for the joint discussion, we will present in short four models of our respective teaching.

[UNESCO E-TEAM](#)

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L'image du formateur

Dans les espaces de formation, tant du côté des participants que du formateur, il peut y avoir la peur. Celle de s'exposer au jugement, à la désapprobation, à l'humiliation, à l'agression ou à l'indifférence, ou celle d'être pointé du doigt, de perdre la face et d'être exclu. Il y a plus généralement la peur de la violence et celle de revivre de l'impuissance qui fait souffrir (l'autre et soi). Chacun joue le jeu de «présenter son meilleur profil».

La formation court alors le risque d'entériner, d'entraîner voire de forcer les personnes à une idéalisation de ce qu'ils sont, de leur profession, de leurs missions, des modalités de réalisation de ces missions, renforçant une coopération que nous pourrions appeler « pathologique » au sens où les gens n'autoriseraient entre eux qu'un consensus inconditionnel et la diabolisation d'autres.

Comment le formateur peut former, éduquer, « tirer hors de » ces enjeux les participants et accompagner la transformation de la réalité des personnes ?

[UNESCO E-TEAM](#)

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Key words:

image
posture
paradoxe
idéalisations

L'observation en contexte interculturel

Depuis 2010, POLARIS Formation est engagé dans un travail de recherche international autour de l'observation du jeune enfant en contexte interculturel. Ce travail aujourd'hui en cours avec les étudiants en formation d'Éducateurs de Jeunes Enfants a pour objectif d'interroger la question de l'observation du jeune enfant par un observateur ne comprenant pas sa langue. L'objectif de ce travail de recherche vise à la mise en place d'une méthodologie spécifique de l'observation en contexte interculturel.

Un docteur en psychologie interculturelle, membre de l'équipe pédagogique interpelle les étudiants sur cette question et les accompagne vers une réflexion plus large autour de l'observation du jeune enfant en contexte interculturel.

L'échange dans le cadre de ce workshop est d'une part d'exposer ce travail aujourd'hui en cours et d'autre part de rendre compte des dynamiques qui ont intégré cette nouvelle perspective d'intervention en travail social au sein de nos formations.

[UNESCO E-TEAM](#)

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New Ways Of Learning

In this workshop you will be informed about three new learning concepts, working in the communities and the role of community art. Students and lectures will use creative forms to experience working on social issues together with the participants of the workshop.

We cannot deny it any longer. We are in a time of change, a transition. The classic welfare state is slowly changing into a participatory society. This means that everyone who can, will be asked to take responsibility for his or her own environment.

The transformation within the social domain demands not only a change of the social professional but also makes demands upon other work fields to collaborate and work on innovative and creative ways of dealing with societal issues.

1. Minor Community Care - a new learning concept
2. Community Learning: Creative Collaboration between Care, Education and Research
3. "Student teams" in a Social Neighbourhood in Leeuwarden

[UNESCO E-TEAM](#)

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Key words:

working in learning communities
community care
community art
studentteams
co-creation

Quelles approches et pratiques d'analyse de pratiques dans les centres de formation en travail social ?

A partir de la construction des parcours professionnels de travailleurs sociaux devenus formateurs-trices ou analystes des pratiques professionnelles et de constats repérés dans différents centres de formation en travail social, cet atelier animé par deux enseignantes universitaires, une formatrice et deux analystes des pratiques professionnelles propose d'échanger sur les différentes approches et pratiques d'analyse de pratiques dans ces centres de formation, notamment autour de la pertinence d'une formation clinique d'orientation psychanalytique pour les formateurs-trices qui animent ces espaces groupaux auprès des stagiaires/participant-e-s.

[UNESCO E-TEAM](#)

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Key words:

groupes d'analyse de pratiques
formation
subjectivité
approche clinique
d'orientation psychanalytique

Reflecting on "Do no harm" ethical principle in international field work

"Do no harm" is a primary ethical principle in social work practice. Surprisingly little scholarly attention has been devoted to applying it in short-term international social field work.

This workshop is aimed to:

- Identify the challenges faced by visiting students and their accompanying staff, in an attempt to ensure that the "no harm" principle is met while they are training in the host countries.
- Introduce one of the methods we apply to raise awareness of unspoken values and beliefs that underlie and guide social workers in the international arena.

The participants will be involved in an interactive experience, which hopefully will encourage them to initiate a professional discussion focusing on International field work. We will also present four different learning spaces we have developed to ensure that the "do no harm" principle is met.

[UNESCO E-TEAM](#)

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Key words:

do no harm
international field work

Research-based Learning in Research-based Teaching/Learning Projects in Social Work

The aim of this workshop is to present experiences gained through research-based learning within the study program of Social Work and Childhood Pedagogy at Saarland University of Applied Sciences (Hochschule für Technik und Wirtschaft des Saarlandes) in Germany. It will be shown how our students, using scientific procedures, become familiar with internal logics of professional practice with respect to life transitions, how they transfer them to their own educational process, and how they render them transparent for themselves and others. The innovative model to be presented, implemented in the curricula of our research-based teaching/learning projects, makes research-based learning possible, strengthening the professionalism of social work in Europe. Its practical relevance is being established through the international Summer Schools which take place at Saarland UAS.

[UNESCO E-TEAM](#)

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Key words:

research-based learning

Safeguarding children and youth in residential and foster care, supporting healthy sexual development

Four university colleges in Belgium, Denmark, the Netherlands and Scotland are currently working on a Erasmus+ project on supporting sexually healthy behavior in children and youth in residential care. In this second year of the project we'd like to invite lecturers, researchers and professionals to participate in a reference group to exchange ideas on what we've developed so far regarding the outputs of the online course for professionals and summer school for students. By making use of dilemmas, materials and role play we want to open the discussion on what is important in promoting sexually healthy behaviour in children and youth and which thresholds we have to take into account in dealing with these topics. Furthermore we would like to extend the knowledge and international collaboration by disseminating with lecturers, researchers and work field partners in Europe in general – with the possibility of involving lecturers and professionals in our closing conference next year.

[UNESCO E-TEAM](#)

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Key words:

healthy sexual
development
residential care
foster care

Service-learning as platform for co-creative collaborative learning and partnerships in community development. Is it worth the challenges involved?

The aim of the workshop is to work with the ideas of co-creative Service-learning to support student learning and sustainable neighbourhood community development and to gain both an understanding of the concepts involved but equally of the processes. The workshop will be led by a multi-disciplinary team of 2 lecturers from different disciplines and a group of students active and involved in the daily running of VIADDEM in Aarhus, Denmark. The workshop will also encourage and examine the relationship between student lead Service-Learning without ECTS points and other educational activities from the perspective of Students and neighbourhood citizens.

In form the workshop will call upon all participants to be actors and involved partners.

[UNESCO E-TEAM](#)

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Key words:

co-creative service-
learning

Sexuality as a subject within practice and education

In the Netherlands, sexuality is becoming an important topic in social work. Within practice and within education. This is the result of the parliamentary investigation on abuse in child and youth-care and the advice of two committees.

The role of social workers is to offer support and services to those who are in need.

Social workers are familiar with subjects such as health, education, finance and day care. Another important theme is sexuality. Universities have a responsibility to deliver social workers who are skilled to speak about difficult themes as sexuality.

Pretty Woman, a youth welfare NGO in Utrecht, is an example of a social service focused on relations and sexuality. Pretty Woman also supports other social workers to talk about sexuality. In the workshop we will explore how 'Het Vlaggensysteem' works in practice and how it also can be used in the education of new social workers.

[UNESCO E-TEAM](#)

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Key words:

speaking about sex
sexuality
social workers
education
skills
practice contexts

Side by side, sharing knowledge, practice and life experiences

The recognition of indigenous knowledge became part of the core competences of social workers at the university colleges Leuven-Limburg. This was translated into the policy and the curriculum through the participation of experts in poverty and social exclusion. These experts are 'social inclusion professionals' who finished a four year course. They are trained in the promotion of their personal experience in poverty in professional contexts like federal public services, social work organisations and higher education. Currently, the experiential knowledge is imbedded in the curriculum of social work. More specific, lecturers and expert(s) share knowledge, practice and life experiences side by side, as a tandem. By structurally integrating the experience of poverty and social exclusion, social work education is enabling future social workers to be conscious of several gaps and to have the courage to be vulnerable and willing to invest in relationships.

[UNESCO E-TEAM](#)

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Key words:

experiential expertise
indigenous knowledge
vulnerability
consciousness
courage

Social Work Education in a Women's Prison: An Innovative Experiential Workshop on the Walls to Bridges Pedagogy in Canada

Walls to Bridges (W2B) is a university program that offers semester long classes in correctional facilities. The classes are comprised of equal numbers of university based and incarcerated students. Classes are experiential and dialogue based, using pedagogical methods drawn from Indigenous learning circles and Parker Palmer's (2004) circles of trust. W2B classes break down barriers, help to reduce stigma and dispel stereotypes and foster connections and social change activities across prison walls (Pollack, 2015). This workshop will engage participants in the Walls to Bridges pedagogy to explore innovative ways of learning about imprisonment, punishment, race and gender oppression and how we cultivate a powerful community of learning within carceral spaces.

[UNESCO E-TEAM](#)

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WORKSHOPS

The Ethical Dilemmas for Educators

Social work educators often encounter ethical dilemmas in their interactions with students, in the choices they make in their teaching practice, as well as in their relationships with colleagues, co-authors, and others. However, faculty members may have few opportunities to discuss these dilemmas and receive support and assistance. The aim of this workshop is to provide participants with a framework for understanding the dilemmas experienced by educators and begin to open discussion about the challenges educators face in this respect. Finally, the intention is a sharing of ideas for addressing the ethical dilemmas of educators, as well as reflecting on the ethical commitments of social work educators (and how these are translated into action).

[UNESCO E-TEAM](#)

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Key words:

ethical dilemmas
faculty
teaching
research
justice fairness

WORKSHOPS

The indispensable perspective of experts by lived experience in social work education and research

This workshop is about sharing how including experts by experience benefits all those who are involved in social work (education) and contributes to social work education and research.

Social work education was lacking something very vital: the voices of the people that it's all about. Therefore, experts by experience, people with lived experience, are invited to join social work education programs. The overall positive responses affirm that hearing the perspective of experience helps students to gain a more profound understanding of the complex issues people in practice are facing and their own role as social worker.

We believe that incorporating lived experience as an equal source of knowledge should be at the core of all social work education and research.

Participants in this workshop will learn about our learned lessons and are invited to contribute their own ideas, to further develop the employment of people with lived experience in social work.

[UNESCO E-TEAM](#)

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Key words:

lived experience
involvement of service
users in social work
education

The relation role in the cooperation to scientific knowledge production in Social Work. The Luso-Brazilian student experience in the University Institute of Lisbon PhD Social Work Programme

The Latin American PhD Students Core (NUDLA from ISCTE-IUL) aims to share and product scientific knowledge about contemporary social problems; qualify the academic production in Social Work sharing scientific production and amplifying student training in PhD level of study, strengthen and encourage academic discourse in the field of the knowledge production. NUDLA works predominantly with comparative studies between American and European countries, promoting concomitantly the incentive toward a research and cooperative attitude among its members. The workshop proposal aims to demonstrate an example of how a "School of Social Work" shall provide the creation of a space congregating different elements to the life experience process of students from distinct realities focusing the conclusion of the PhD studies, using the means of a student core stimulating scientific participation with the knowledge production and publication in journals, reviews and international scientific meetings.

[UNESCO E-TEAM](#)

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Key words:

research habitus
social work phd
students core
internationalization
scientific practice

The use of film in social work education

The abstract outlines a workshop exploring the use of film in social work education.

The workshop will involve a brief presentation on the Film Club pilot study, a discussion forum where participants will be able to share their experiences on how film has been used social work education, an interactive exercise for participants to explore ethical issues by viewing material from a selected film and finally a summative discussion on ways in which film can be used in social work education.

[UNESCO E-TEAM](#)

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Key words:

film club
ethics

UNESCO Inclusive Policy Lab: SDGs, needs of social work community, ways to meet them

UNESCO is delighted to announce the launch of its [Inclusive Policy Lab](#).

The UNESCO Inclusive Policy Lab works on the emerging issues of knowledge crowdsourcing and its translation into inclusive and equity-weighted policies. The online service of the Lab is specifically designed to web-enable such processes. The aim is to support the implementation of the SDGs' pillar on inclusive development through informed and joined-up policy frameworks.

The Lab serves all those working on inclusive policies – i.e., policy-makers and practitioners, data and knowledge producers, and development and international actors. All can employ the online service in their own work to jointly further inclusive development and the associated policy frameworks across countries and sectors.

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Please register with the Lab via the following link:

<http://en.unesco.org/inclusivepolicylab/user/register>

For any questions and/or comments, please contact:

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Using arts as an integrative educational tool within social work teaching and supervision

The arts have a strong theoretical connection to social work because they can create a symbolic space within which to shift from homeostasis to change- for both service users and social workers. To elaborate, experiences gain coherence and meaning when described or reflected back through symbolic productions, and the broad hermeneutic base of arts expression that includes symbols and metaphors becomes a space to enable constant reconstruction and transformation of meanings. This opens a pathway to new perspectives and new behaviors and enables social work students to integrate the profession's inherent divides between micro and macro perspectives, between psychological and social theories, and between emotions and cognitions to name a few. Integrating these potential dichotomies is the multifaceted core of the profession and it is source of energy and innovation. This workshop will demonstrate how the arts can help with this educational challenge.

[UNESCO E-TEAM](#)

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SYMPOSIA

A research project that deepens the understanding about service user participation in European Schools of Social Work

In this symposium we would like to present an ongoing ESF-funded research project that is conducted by researchers and service users from Belgium, Sweden and the Netherlands. A transnational approach provides opportunities for collective knowledge production through an analysis of the experiences and perceptions of all stakeholders. A comparison and analysis between educations and internationally is of importance given the fact that service users involvement in education is being approached in many ways. Different schools of social work in different countries (may) have different views about what service user involvement means and how it should be carried out. Furthermore, there is a wide and diverse range of experiences in working on exclusion in different areas: poverty, migrants, drugs and mental health problems.

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Power Us members

Service Users living in poverty as partners in education programmes: an evaluation by students

Kristel Driessens, Vicky Lyssens Danneboom, Fauve Heremans
Karel de Grote University College in Antwerp (Belgium)

Empowering social work students by working together with service users living in poverty in the training course 'Counseling'

Wendy Peeters, Paul Rosiers
Karel de Grote University College Antwerp (Belgium)

Gap-mending strategies: Impact on social workers occupational practice

Cecilia Heule, Marcus Knutagård, Arne Kristiansen

Gap-mending alliances improving social work practice

Dinah Aabinger, Catrin Albrektsson, Cecilia Heule, Marcus Knutagård, Arne Kristiansen, Marianne Månsson, Bo Petersson

Accès à l'alimentation durable: de nouveaux enjeux de justice sociale pour le travail social

L'alimentation est une des discriminations fortes parce qu'invisible et utilisée comme variable d'ajustement de la gestion de la pauvreté dans les pays du Nord. Les changements climatiques ont un impact sur les systèmes agricoles et la filière de l'aide alimentaire y joue un rôle important. De plus, l'augmentation des problèmes de santé liée à une mauvaise alimentation notamment chez les personnes en précarité alerte sur le lien entre qualité alimentaire et contexte social. L'accès à une alimentation de qualité devient un enjeu social central, complexe à mettre en œuvre compte tenu du peu d'implication du monde de l'action sociale sur la compréhension des changements en cours. Pour autant, une multitude d'initiatives citoyennes existe et vient acter le fait que certains cherchent à reprendre la main sur leur alimentation et les conditions de sa production. C'est ce lien de reconnexion au cœur d'une démocratie alimentaire que ce symposium souhaite éclairer.

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Des différentes plus-values de la formation professionnelle des métiers adressés à autrui : réflexivité et transversalisation, alternance, développement professionnel et nouvelles technologies

La proposition ci-dessous est issue d'un travail de recherche, d'études et d'approches plurielles concernant la formation professionnelle et notamment la formation des travailleurs sociaux, des professions adressées à autrui et celle des sociologues. Elle est le fruit d'un travail en partenariat entre l'Institut Régional du Travail Social (IRTS) du Languedoc Roussillon, de l'Université de Sherbrooke au Canada et de laboratoires de recherche des universités de Montpellier 3 et de Perpignan. Ce travail s'attache à analyser et mettre en valeur les dimensions fortes de ces métiers et de ces formations professionnelles : formation à la réflexivité, modélisation des formations par alternance et analyse de différents dispositifs de professionnalisation. Les auteurs sont pour la plupart des praticiens de la formation professionnelle ou des enseignants chercheurs. Il s'agit donc ici à la fois d'un point de vue théorique mais aussi sensible de formateurs chercheurs et d'enseignants chercheurs

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Thème 1 : La dimension clinique et réflexive dont certains auteurs disent qu'elle est la compétence principale de ces métiers de l'humain

« Pour une approche sensible de la formation des travailleurs sociaux » Patricia Vallet
« Formation clinique et compétences relationnelles dans les métiers du travail social » Pierre Hébrard
« Accompagnement VAE : il n'y a pas d'accompagnement pur » Camille Thouvenot, Deli Muepu
« Transversalisation et réflexivité des pratiques professionnelles dans les métiers du prendre soin. Du principe à la réalité pour le travail social » Yves Couturier, Louise Belzile

Thème 2 : L'alternance dans les dispositifs, les conceptions, les vécus des acteurs

« L'alternance en questions à partir de l'histoire des tensions entre éducation et travail » Philippe Maubant, Lucie Roger
« L'alternance : ses paradoxes et son vécu par les acteurs » Camille Thouvenot, Deli Muepu
« La coopération des acteurs de l'alternance » Deli Muepu, Didier Soulé
« La didactique de l'alternance » Camille Thouvenot

Thème 3 : les dispositifs d'accompagnement vers la professionnalisation

Sébastien Joffres
« Les TIC au service de la professionnalisation des travailleurs sociaux » Olivier Griffith, Patricia Vallet
« Professionnaliser la sociologie : un engagement institutionnel et pédagogique entre socialisation, individuation, subjectivation » Brigitte Baldelli
« Formation des intervenants socio-éducatifs : Problème de programme ou problème social ? » Philippe Maubant, Lucie Roger

Human rights at the heart of the social work curriculum

The current international definition of social work confirms this stance and states that Principles of social justice and human rights are central to social work. To prepare future social workers for realizing this goal, human rights should be given an explicit place in the social work curricula at Universities and University Colleges of Applied Sciences. Representatives from Universities and University Colleges of Applied Sciences have been written a manifesto to ask for the recognition of human rights in the social work curricula. With the organization of this symposium we aim at exchange inspiring experiences and practices from national and international partners in how to teach human rights issues to social work students. Furthermore, we aim at developing an international professional network of partner organizations that actively contribute in developing and disseminating human rights in social work curricula.

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Key words:

human rights ; human rights education

Human rights in social work curricula

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Teaching human rights in social care: experiences from Ireland

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The Unesco ASPnet and Human Rights in Social Work

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Researching Human Rights in Social Work practice

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The Capability Approach and Human Rights in Social Work

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Innovation in Involving Service Users and Students in Social Work Education Research

This symposium will offer four updated presentations which together provide a rich and in-depth critical and innovative framework demonstrating and analyzing the involvement of service users and students in S.W. education and related research projects. Creating the first ever Italian expert by experience group that contributes to the training of S.W. students is focused upon in Allegri's presentation. Ramon focuses on engaging service users as co-researchers in a comparative project on evaluating students' views of the contribution of service users in Israel and the UK. Moshe Grodofsky's project illustrates the issues entailed in engaging students alongside service users in tackling debt difficulties in an Israeli community facing diverse challenges. Engaging foreign students alongside practitioners and service users living in total institutions is challenge outlined in an innovative project led by Rafaelic. We will also focus on methodological aspects to a more emancipatory approach.

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Key words:

deinstitutionalization; co-production; cross-cultural collaboration; service users; students; academics

Service user and carer involvement in social work education: lessons from an innovative experience at University of Piemonte Orientale, Asti, Italy

Elena Allegri

Key Issues in working with service users as co-researchers in social work research

Shula Ramon, Carolyn Gutman

Social Work Students and Service Users Research the Experiences of Service Users Living in Debt

Merav Moshe Grodofsky

Practice placement of Slovene social work students in Serbia: Developing the knowledge of deinstitutionalization

Andreja Rafaelič (and Jošt Cafuta Maček, Katarina Ficko, Anja Kutnjak)

Is a New Social Work Curriculum Needed?

In order to deal with the multiple challenges presented by the current migration crisis, faculty members representing six schools of social work at universities in four countries attended an intensive three-day international workshop funded by the EASSW. The workshop dealt with "Challenges for the Social Work Profession at a Time of Global Migration Crisis", and aimed to determine whether or not there is a need for a new social work curriculum.

Based on the outcomes of that workshop, we will present: the missing link of knowledge that highlights the need to enhance our understanding of the social effects of current worldwide migration processes; recommended approaches to intervention and the challenges that pose in the classroom and in field placements; and research data, and several challenges entailed in conducting research among migrant populations. We will conclude by deal with the need to develop a new curriculum or to update the existing one.

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The Missing Link of Knowledge for the Social Work Profession at a Time of Global Migration Crisis

Orit Nuttman-Shwartz, Sarit Shay

Direct social work interventions to address the global migration crisis

Alvin Lander

Research-led Teaching Social Work Students on migration and diversity

Helga Moser, Gertraud Pantucek

Doing Research in the area of migrants and refugees

Darja Zavirsek

La conception d'un dispositif de formation à la Haute Ecole de Travail Social du Valais : l'approche ergonomique pour professionnaliser les travailleurs sociaux de demain

Le symposium que nous proposons est centré sur la problématique qui relève de la recherche de congruence entre les dispositifs de formation et la réalité professionnelle à laquelle sont confrontés, de nos jours, les travailleurs sociaux. Il s'agit de concevoir des dispositifs de formation qui répondent aux défis d'une société en constante évolution, en tenant compte de la complexification et la diversité des situations professionnelles.

Les méthodes et les outils pédagogiques développés par le collectif pédagogique de la Haute Ecole de Travail Social du Valais, en Suisse permettent d'appréhender, de manière holiste, le caractère complexe de l'activité dans le champ du travail social. Ces méthodes issues du courant de l'ergonomie de langue française (Wisner et de Montmollin, 1960) sont adaptées pédagogiquement pour décrire et analyser, de manière située, les macro- et micro-dimensions relatives à l'activité professionnelle des travailleurs sociaux en formation.

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Key words:

environnement numérique ; ergonomie ; dispositif de formation ; professionnalisation

Apprendre le métier en analysant sa propre activité

Chantal Cornut

Formation des étudiants en travail social à l'analyse de l'activité : des effets développementaux sont-ils inférables de traces issues de leur discours ?

Caroline Gut

Formation mutuelle étudiant.e.s/terrains par l'analyse de l'activité et la démarche ergologique

Bernard Lévy

Concevoir un environnement numérique de formation selon une approche enactive dans le cadre de la formation des travailleurs sociaux à la Haute Ecole de Travail social du Valais

Myriam Meuwly

La participation des personnes accompagnées dans l'appareil de formation

Les équipes pédagogiques de l'IRTS Hauts-de-France ont souhaité accentuer la participation des personnes accompagnées dans le cadre de la formation des travailleurs sociaux.

Une expérimentation de co-construction d'un module de formation s'est réalisée en septembre 2016, à l'occasion des cinq jours d'un séminaire pédagogique transversal à différentes formations. Personnes concernées, professionnels (FNARS) et formateurs ont co-élaboré le module de l'ingénierie de formation aux interventions pédagogiques.

Le symposium propose une présentation de cette expérience et une approche de ses résultats du point de vue de ses différents acteurs.

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Key words:

Personnes accompagnées ; participation

L'angle de la recherche

Pascaline Delhaye

L'angle de l'accompagnement pédagogique

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Le point de vue d'une personne accompagnée

Raoul Dubois

Le point de vue de 3 apprenants

Mathieu Bordé, Marion Grosjean, Laure Aupicq

Le point de vue d'un membre du réseau professionnel

Tiffany Thirolle

Les formations au travail social en France à l'horizon 2020

La formation des travailleurs sociaux en France : de quoi et de qui parle-t-on ? Il s'agit d'un système de formation original et complexe, en pleine refonte.

Les formations ré-interrogées sur le fond et la forme à plusieurs niveaux :

les compétences attendues communes ou différentes selon les métiers, les contenus académiques et professionnels, les modalités pédagogiques, l'intégration au processus européen, la capacité à insérer les personnes dans un emploi, la reconnaissance de niveau de qualification, les processus de professionnalisation et de certification.

Elles font l'objet d'une ré-ingénierie, qui associe les ministères, les employeurs publics et privés, les grands réseaux associatifs et les organismes de formation.

Les premières formations rénovées devraient voir le jour en 2018. La préparation de ces nouvelles formations oblige les centres de formation à piloter des changements profonds.

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Key words:

France

changement

Mediterranean knowledge-potentialities in social work education

This symposium seeks to reflect and promote the academic, knowledge and scientific development of social work professional practice utkising a critical and sustainable approach to social work practice. Recognition of in socio-economic, cultural and political domains, which are characterized by cultural, ethnic and environmental diversity, is critical within society context which are committed to the values of solidarity and human rights. We intend to provide contributions for the reconfiguration of an educational model in social work development.

Additionally we aim to explore the potential of Mediterranean knowledge for the Education in Social Work focusing in the new definition of Social Work (2014) and integrating theoretical, scientific and indigenous knowledge. From a holistic to an interdisciplinary approach gathering knowledge and life experiences, reconfiguring the Social Work pedagogical teaching frame into a paradigmatic basis: systemic, structuralist and ecological.

Key words:

Mediterranean knowledge ; education ; innovation ; neo-liberalism

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Social Work principles, humanitarian and ethical values of Mediterranean influence

Jorge Ferreira, Helena Rocha

Digital natives and Social Work Education in the Southern European Countries

Antonio López Peláez, Raquel Pérez García, Victoria Aguilar-Tablada Massó

Child rights: a key driver to manage social cohesion. A review under the Spanish curriculum postgraduate of social work

Antonia Picornell-Lucas, Cristina Herrero Villoria

Cultural symbolism and rites of passage as a stepping stone to more tolerance

Christian Van Kerckhove

Rediscovering the importance of structure in social work

Gary Spolander

Territories and Public Housing practice in southern European countries: potentialities for a Social Work education

Pablo Álvarez-Pérez, Isabel Santana

Pratiques d'intervention sociale collective et communautaire. L'apport de la recherche-action pour la formation en travail social

Ce symposium a pour objet de présenter des travaux de recherche action (3 contributions) sur les pratiques d'intervention sociale collective et communautaire.

En France, depuis maintenant plusieurs décennies, les populations des quartiers populaires sont particulièrement touchées par les inégalités socio-économiques et la ségrégation socio-ethnique dont nous connaissons les effets destructeurs pour le lien social. Cette situation persistante et l'actualité récente (menaces et actes terroristes) conduit, plus que jamais, la société française à s'interroger sur la nécessité de transformer son « modèle » d'intégration, modèle jusqu'ici caractérisé par un Etat-providence fort s'adressant prioritairement aux individus-citoyens et reléguant au second plan les formes de solidarités communautaires. Désormais, la participation des habitants et l'association des usagers est plébiscitée tant dans le champ de l'intervention sociale que dans celui de la formation des travailleurs sociaux.

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Penser les pratiques de l'intervention sociale collective et communautaire : quels enjeux pour la formation des travailleurs sociaux ?

Mohamed Belqasmi, Manuel Boucher

Comment la recherche (dans son processus et par ses résultats) peut-elle amener à identifier et lever les obstacles à la conception et à la mise en oeuvre de la participation des usagers dans les structures sociales ?

Brigitte Baldelli, Marie-Laure Pouchadon

Expériences de recherche-action sur les pratiques d'intervention sociale collective

Agathe Petit

Regards Croisés sur la Formation des Travailleurs Sociaux

Le symposium « Regards Croisés sur la Formation des Travailleurs Sociaux en France » a pour vocation de rendre compte des résultats de 6 dispositifs de recherche menés entre 2014 et 2016 par une équipe de jeunes chercheurs en travail social, à travers l'analyse de thématiques, de terrains et d'objets spécifiques au secteur: 1) Analyse systématique des fonds documentaires des EFTS. 2) Représentation des troubles mentaux dans les discours des étudiants éducateurs spécialisés. 3) Usages et fonctions des pédagogies de la médiation dans les formations en travail social. 4) Analyse systématique des mémoires de fin de formation des éducateurs spécialisés. 5) Analyse des productions scientifiques des PREFAS entre 2008 et 2016. 6) Etude systématique des conceptions de la clinique dans le champ du travail social.

L'objectif du symposium est de croiser les résultats de ces différentes recherches pour en discuter les enjeux en termes de formation des travailleurs sociaux en France et en Europe.

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Key words:

analyse des fonds documentaires ; troubles mentaux et psychosociaux ; médiation ; PREFAS ; clinique ; méthodologies croisées qualitatives/quantitatives

L'analyse systématique des fonds documentaires des EFTS : enjeux de pratique et de formation

Sébastien Ponnou, Elodie Roebroek

Les représentations des troubles mentaux et psychosociaux dans le discours des étudiants éducateurs spécialisés : enjeux de formation

Elodie Roebroek

Les pédagogies de la médiation dans les dispositifs de formation des travailleurs sociaux : quel socle de compétences ?

Joffroy Faure

Les mémoires de fin de formation des travailleurs sociaux, un analyseur des dispositifs de formation et de recherche en travail social

Sébastien Ponnou, Elodie Roebroek

Présentation n°5

Fabien Clouse

Diversité et transversalité des approches cliniques en travail social : enjeux de formation

Sébastien Ponnou

Regards sur de nouvelles lignes de front des métiers en acte du social et de la formation

Le réseau Hybrida-IS, réseau mixte interdisciplinaire de recherche EFTS-universités en intervention sociale, s'est donné comme projet scientifique les mutations du travail social en tant que travail du social : comment d'un côté les métiers dans leur dimension patrimoniale (les cultures de métiers) se recomposent et se réinventent à la faveur des transformations sociales, et comment de l'autre de nouvelles pratiques du social – parfois inattendues - contribuent à l'émergence de nouvelles figures professionnelles susceptibles de devenir les métiers de demain.

Ce symposium propose donc de jeter des regards sur quelques zones de front où les frontières historiques du travail social sont franchies par des défricheurs. Que nous apprennent-ils de ce qui se joue comme travail du social dans ces nouveaux territoires ? Que peut-on en tirer comme enseignements pour la formation ?

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Key words:

métier ; formation ; recherche

La part cachée du travail éducatif en milieu contraint : jouer avec le cadre

Catherine Lenzi

Une approche originale de la relation d'aide dans l'intervention sociale: micro-analyse de l'aide-en-interaction (analyse conversationnelle) et enjeux pour la formation

Isabel de Sousa

Les interventions éducatives sur le Net (web walkers) et les questions de prévention de la radicalisation : quelles conséquences pour la formation

Patrick Lecaplain, Hélène Guédo

Les métiers du social sur le front des transformations du travail du social : un objet de recherche à haute portée en période d'exacerbation des rhétoriques professionnelles

Patrick Lechaux

Sensitive content and sensitive context: challenges and strategies in social work education

A symposium is proposed which includes five papers. Together they provide a rich and in-depth critical and innovative framework, encompassing diverse pedagogical issues and challenges in teaching such sensitive content in complex situations. Additionally, they suggest and illustrate via case examples, relevant curricula and teaching strategies. The first presentation will demonstrate the use of critical reflection to uncover and conceptualize students' own assumptions, values and beliefs underlying their actions. The second will discuss and illustrate challenges and strategies in teaching trauma content. The third will address strategies for developing cultural competence among students of diverse ethnic, cultural and religious backgrounds. The fourth will focus on social work education within a society affected by on-going political conflict. The final presentation will discuss ways for transforming students' perspective from the employment of pathological to salutogenic lenses.

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Key words:

sensitive content ; culturally diverse content ; critical reflection ;
positive psychology ;
complex social content

Using Critical Reflection for identifying gaps between espoused theory and theory in use, in a mandatory MSW course

Riki Savaya, Bob Shapell

Challenges and strategies of teaching sensitive content: The case of trauma education

Roni Berger

Teaching strategies for developing cultural competence in a socio-cultural-political sensitive academic context

Yael Geron

Social Work Education in the Shadow of ongoing political armed conflict

Michal Shamai

Applying positive psychology to education and training for changing the focus of intervention: From protecting and avoiding problems to facilitating happiness and flourishing

Tammie Ronen, Bob Shapell

Service user participation in social work education – five examples of mending the gaps

PowerUs is an international network of teachers and researchers from schools of social work and representatives from different service user organizations. In this symposium we would like to share five experiences in trying to develop good practice when including service users in social work education. The presenters are all part of the PowerUs network.

PowerUs develops methods of mutual learning in order to change social work practice to be more effective in empowering marginalized and discriminated groups in society. PowerUs consists of partners from Sweden, Denmark, Germany, Norway, France, the Netherlands, Belgium, Switzerland and the UK. In 2013 the PowerUs Charter was developed encouraging good practice when including service users in social work education. The presenters of this symposium will share their experiences of trying to live up to this charter of principles.

Author(s):

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Power Us members

Mending gaps with young people, refugees and asylum seekers in professional education and practice

Helen Casey

Including the concept of service user involvement in different teaching settings in Switzerland

Veronique Eicher, Emanuela Chiapparini, Jeannine Hess

The implementation of service user experience in Social Work Education

Lisa van Bentum, Roy Leunen, Anne-Lis Paur, Carla van Slaagmaat, Simona Karbouniaris

Co-creating education with people with mild intellectual disabilities

Sascha van Gijzel

Service User Science On the Standards Required for Social Workers: Gap-mending evidence

Becki Meakin, Ann Nutt

Créer les conditions pour intégrer, dans la formation initiale des travailleurs sociaux, les savoirs de vie des personnes accompagnées dans le cadre de dispositifs sociaux

Philippe LeBailly

Stigma, shame and recognition in social work education and practice

Philosophers and political scientists, as well as sociologists and psychologists have recently considered shame in a range of publications. Social work theorists have also latterly begun to discuss shame as an emotion with a strong impact on service users but also on social workers. As a painful emotion, due, e.g. to a consciousness of inadequacy, it highlights personal limits and, as any human emotion, is healthy until it is transformed into a more pervasive state. This symposium is aimed at examining shame and some of its implications in social work with special regard to stigma related to elderly people (suffering because of gerontophobia and ageism) and 'poverty', but also with regards to its impact on social work students with their failures and mistakes during their placement and the limits of regulation and management of emotions in social workers.

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The social construction of old age as a stigmatized category: understanding and working with shame

Elizabeth Frost

Living in Poverty: Stigmatisation, shame and the struggle for recognition

Holger Schoneville

Shame and responsibility: an opportunity for social work

Alessandro Sicora

Emotional management in social work – ant its boundaries

Veronika Magyar-Haas

Teaching and Learning international social work in European countries: teachers, researchers and students perspectives about the Erasmus Mundus programme ADVANCES (MA Advanced Development in Social Work)

This symposium is based on a unique experience conducted by five European universities who have long practice in teaching social work or education: the development of a two-year Erasmus Mundus Master Programme in Social Work. The ADVANCES programme (MA Advanced Development in Social Work) has been developed to give experienced social workers the opportunity to develop outstanding levels of practice skills so that they can confidently respond to the vulnerabilities and uncertainties facing societies across the world. This symposium will include communications involving teachers, who are also researchers in the field of social work, and students, also social workers. Some key issues will be discussed: conceptual challenges when teaching international social work regarding to the scientific literature, global and indigenous nature of social work knowledge, and possibility to imagine an international social work training, despite the context sensitivity of social work intervention.

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Key words:

international social work ; master in Social Work ; Erasmus Mundus

The development of the Erasmus Mundus Advances Master

Hélène Join Lambert

Designing globally relevant social work education : diversity, identity and critical dialogue

Lars Uggerhøj

Universal and Indigenous social work knowledge: A lived student experience

Janet Walker

International perspective on social work training : Students' inputs on Advances MA

Meghan Gaillard, Emmanuelle Boudaud

Toward Social Work Multiliteracies Pedagogy: Innovations and Challenges

Multiliteracies pedagogy involves not only multiple and evolving communication channels (e.g., multimedia and the Internet) but also increasing and globalizing sociocultural and linguistic diversities (New London Group, 1996). This symposium presents innovative approaches to social work multiliteracies pedagogy, including: e-Social work, which includes online research, intervention, training and teaching, and program monitoring and evaluation; arts-based teaching and training of practitioners; contemporary films about migration and diaspora; and theater-based training of community peer educators in an immigrant community. Through the discussion of the innovative pedagogical approaches, challenges faced, and lessons learned, presenters of this symposium will collectively explore the ways in which social work education can enhance the components of the multiliteracies pedagogy: situated practice, overt instruction, critical framing, and transformed practice.

Key words:

multimedia ; arts ; multiliteracies ; immigrants and refugees

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Social Work education and e-Social Work: a new way of learning in the XXI Century

Antonio López Peláez

Using an arts based method to connect between micro and macro levels of social-workers stress in supervision

Ephrat Huss, Patricia Hafford-Letchfield

European Cinema and Migration

Guido Rings, Anglia Ruskin

Theatre-based Peer Educator Training to Prevent Intimate Partner Violence

Mieko Yoshihama

Users and carers implication : the experience of Sherbrooke's University Social Work School

The implication of the users and the carers in the academic training in social work represents a pioneering practice that has increased in many different European countries for more than a decade. However, it is possible to notice that users are more frequently in classrooms than carers. At Sherbrooke's University Social Work School (Quebec, Canada), the users and caregiver's participation represents an explicit guidance in the initial social work program. The overall objective of this symposium is to present the process of implementation of a knowledges' community. The presentations, shared by the knowledge's community members, will allow participants to learn four key dimensions: the relation between theory and practice; the research of balance between diverse knowledges (experiential, scientific and professional); the use of digital devices as educational innovation; and the integration of professionals in practical training in a university institution context.

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Key words:

users and carers implication ; knowledge's community ; educational innovation

Creating links between theory and practice: a professionalization path for the initial training of social workers

Annie Lambert, Nathalie Delli-Colli

The involvement of users and their carers in a knowledges community within the social work program

Paul Morin, Caroline Ruel

The use of the Projet Baromètre web tool to stimulate the experiential knowledges of the service users: pedagogical thoughts and users perspectives

Annie Lambert

The 'confrontation' with the experiential knowledges of the service users and their carers: student's vision concerning the advantages and the challenges in the social work program

The double value of a knowledge community: promoting service users and carers empowerment while improving the social work program

Lucie Gagnon, Caroline Ruel

POSTERS

Apprentissage basé sur problèmes dans la discipline du travail social

Cette étude analyse l'influence des expériences d'apprentissage basées sur des problèmes (ABP) dans la discipline du Travail Social. Nous avons utilisé une méthode quantitative (dessin comparatif descriptif). Ainsi, les activités effectuées par les étudiants des études de Travail Social de l'Université de Malaga ont été abordées. Il a été étudié la façon dont ces activités influent sur le rendement académique des élèves. Les résultats indiquent qu'il existe des différences significatives dans le rendement académique et la perception de ces matières par les étudiants après l'application de la méthodologie ABP. Il montre comment l'ABP est un outil méthodologique qui nous donne le nécessaire pour constituer un apprentissage actif, coopératif, qui développe la motivation et les compétences du Travail Social. Ainsi, une réorientation de la méthodologie de l'enseignement traditionnel vers un système d'apprentissage centré sur l'appréciation des éléments pratiques et appliqués est nécessaire.

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Key words:

méthodologies
d'enseignement

A bridging course for international social workers in Germany

The Katholische Stiftungsfachhochschule München (University of Applied Sciences) supplies a bridging course as an advanced study for social workers with a foreign degree. With this the students can get a state recognition that allows to work as a social worker. This project is unique in Germany and a good-practice-model for the integration of high-qualified international social worker in the social sector of Germany.

Author(s):

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Key words:

Bridging course

Acquiring skills for professional collaboration through an individual and group reflective process, in social work students

The objective of this presentation is to identify the types of reflexivity and professional collaboration skills that are activated during a three hours workshop with students from six programs: occupational therapy, medicine, physical therapy, psychology, nursing and social work.

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Challenges of social work in institutions for children and youth with behavioural problems and a need for implementation more courses related to this area in social work curriculum

Social Work with children and youth with behavioural problems is a complex area which includes use of different methods and work based on holistic approach. The goal of the research was to explore the experiences of professionals working in institutions for children and youth with behavioural problems about direct forms of work that they use. Participants were professionals (N=20) in two institutions in Croatia. Qualitative research was conducted using an interview technic and the data were analysed with a method of framework analysis. The results show that professionals distinguish forms of direct work with users: individual work, group work and other forms of work in problem and conflict situations. Professionals understand their role different and proceed uneven. Therefore it is needed to improve social work in institutions for children and youth with behavioural problems as well as implement in social work curricula more subjects connected to this important area.

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Key words:

direct work
individual work
group work
social work
improvement of social
work curricula

Definition of Social Work in Enterprises

This study aims to define social work in companies. This is an exploratory, inductive and qualitative research, based on a comprehensive paradigm and based on the testimonies collected in twenty interviews with social workers inserted professionally in Portuguese companies with socially responsible internal practices. The current requirements of the labor market require constant "refunctionalization operating procedures, determining a rearrangement of technical and political skills, socio-technical division of labor" (Kameyama, 2000, p. 212).

It is understood social work in companies as a professional social intervention specialist, which promotes the integrated economic and social development and social change in the organizational structure in the business context. Delimiting strategies, programs and outreach action plans to mitigate the effects of the labor impacts on the well-being of employees and promote organizational democracy (Teles, 2016, pp. 242-243).

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Key words:

social work in enterprises
definition
social workers

Developing, Revising, and Administering Comprehensive Examinations to Evaluate Students' Understanding of Social Work Competencies

Faculty expertise in measurement and a highly individualized curriculum led to the decision to use comprehensive, multiple-choice examinations to measure achievement of core social work competencies. This presentation describes the process and results in exam construction and implementation, as well as the strengths and weaknesses in using such an approach.

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Evaluation in Practice: Trying to understand socio-educational indicators related to students choices and academic performance

A Social Worker, in the scholarships attribution area, from a Portuguese University, accomplished a study that pretends demonstrate and to understand how parents education background can affect students' access to higher education and performance. This study took all the 7141 students, and it points, tendentiously, that they come from families with higher education background than general population, as well as, its origin and gender, influence the courses choice and school performance. Students with lower education background choose courses with lower averages of access, are economically more in deficiency and have worse school performance. Feminine students tend to choose social sciences courses, namely Social Work Course, and masculine students choose technological sciences. Thus, the education background does not define the way that each student goes to cover along its school, professional or personal way, but's an element with a considerable weight in the definition of its future.

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Key words:
social action
education background
inequalities

Family experience with therapy dogs

Qualitative research was conducted in September 2016 with parents of children with disabilities who use the services of therapy dogs, which focused on the types of social support and assistance provided to families of children with disabilities by therapy dogs, as well as challenges those families faced. As a method of collecting data semi-structured interview was used, designed for the purpose of this research, and qualitative data analysis was applied for the analysis of the data collected. Results show that therapy dogs provide instrumental and emotional social support as well as other types of assistance to the families, while the greatest challenges lie in taking care of the dog and lack of information.

Author(s):
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Key words:
therapy dogs
family
social support
animal-assisted therapy
challenges

Global Social Work: Study Abroad - Impact On Practice

The practice of social work both at home and abroad is now more than ever being affected by globalization and migration. One approach to gaining necessary global knowledge is via faculty led short-term study abroad experiences. The Council on Social Work Education has recognized global experiences as an important aspect of social work education and the number of short term study tours has risen dramatically in recent years. In light of this growing area of curriculum development, research of the impact of these trips is important. Understanding of cultural identity both one's own and that of another; deepening cultural values awareness; understanding the social, cultural and economic impetus for migration; these are just a few issues relevant at all levels of social work practice. This presentation will share with the audience the cross-cultural experiences of the students and faculty and the impact it had on their practice in the USA with clients.

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Key words:

study abroad
curriculum

Histoires de vie en partage : un pouvoir d'agir ! Climats intérieurs, paroles d'habitants

Octobre 2015, juste avant la COP21 où se réunissent politiques et experts, deux centres sociaux (Redon et Vannes) relaient notre proposition auprès d'adhérents : en quoi se sentent-ils concernés par le réchauffement climatique... ou pas ? Quelles inquiétudes, quels espoirs portent-ils ? Quels changements individuels et collectifs leur semblent possibles ? Quelles paroles du "cœur et des tripes" ? Après « je n'y connais rien » ou « je n'ai pas grand-chose à dire », treize volontaires disent « pourquoi pas ». « [N'est-ce pas] là une forme privilégiée de démocratie culturelle de donner la parole à des acteurs sociaux qui d'habitude n'en ont pas ou sont parlés par d'autres. » Cette démarche des histoires de vie, aboutit à un livre et une exposition. Ces climats intérieurs mettent sur la sellette mode de vie, pistes d'actions et politique. « Comprendre [ensemble] le monde, [n'est-ce pas] déjà, le transformer ?

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Key words:

démarche des histoires
de vie
usagers de centres
sociaux
démocratie culturelle

Interdisciplinary intervention in cooperation development context

The problems and social needs demand an interdisciplinary approach which allows you to obtain comprehensive answers in order to satisfy more pressing aspects of the situation identified. Social work, such as academic and professional discipline has as its objective, the promotion of wellbeing for people and social groups from underprivileged backgrounds. For this purpose, the assistance of different actors is required, in accordance with the specific problem of intervention. As stated in the definition of the FITS (Melbourne, 2014) human rights law and social justice are the basis of its actions.

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Key words:

interdisciplinary approach
cooperation development
human rights

L'exemple de la formation d'adaptation du diplôme français d'assistant de service social

Objectifs : Permettre aux participants à la conférence de connaître et comprendre une expérience réussie de collaboration internationale.

Contenus du POSTER : Par une présentation attractive et didactique, l'ERTS souhaite présenter son expérience de la mise en place de la formation d'adaptation au DEASS. Depuis les premiers contacts avec les étudiants étrangers, voire leurs établissements de référence, jusqu'à la sortie de l'ERTS en France, un diplôme d'État français en poche.

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Key words:

DEASS
ERTS
formation en travail Social
adaptation
étudiant étranger

La culture comme outil pédagogique dans un centre de formation en travail social

Les formations au sein de notre établissement s'inscrivent dans un projet institutionnel qui, entre autre outils, s'appuie sur la culture comme porte d'entrée d'une réflexion sur soi, sur l'autre, sur les différentes manières qu'il y a de percevoir et de concevoir le monde. Les activités culturelles sont ainsi conçues comme outils pédagogiques favorisant le questionnement et l'expression de points de vue différents. Elles s'inscrivent dans un programme pédagogique qui concerne tous les étudiants, lesquels doivent apporter leur pierre à l'édifice en se positionnant comme concepteur de leur démarche formative.

Ce projet culturel a aussi pour finalité d'ouvrir l'Institut sur l'extérieur, en favorisant notamment les échanges avec les habitants et les espaces culturels locaux.

Le poster que nous proposons de créer a pour objectif de mettre en lumière les liens qui unissent culture et formation en travail social.

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La mobilité : une mise en œuvre de l'alternance dans le dispositif de l'apprentissage

Un dispositif de mobilité européenne entre 4 unités de formation par l'apprentissage de la Région Paca (IESTS, IMF, IRTS, IRFSS) a été mis en place dans le cadre des activités internationales de la plateforme AFORIS PACA.

Il constitue une manière originale de mettre en œuvre l'alternance hors employeur dans le cadre de l'apprentissage. En effet, ce dispositif permet à une dizaine d'apprentis d'effectuer leur stage externe de 8 semaines en Belgique, Espagne et Suisse.

Nous souhaiterions que les apprentis et le directeur du CFA (GIAPATS) valorisent cette expérience qui permet d'appréhender :

- la diversité au niveau européen de la réponse sociale à une même problématique,
- de favoriser les échanges interculturels et la perception d'une citoyenneté européenne dans le cadre d'une participation collective à des activités et rencontres avec les acteurs du champ social.

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Key words:

alternance
apprentissage
mobilité

Labor inclusion of people with disabilities: functions and activities from Social Work

The employment of people with disabilities and has made significant achievements in the last decades has mainly been promoted by special employment measures and fiscal measures in order to achieve regular employment. However, the reality reflects poor social and labor inclusion with low recruitment in ordinary companies, low employment rate and a latent socio inequality on grounds of disability. The aim of this work is to know the processes of social and labor integration of this group. The methodology used is mixed, combining secondary sources and interviews in depth.

The results show a weak labour integration of people with disability marked by low access to education, low and poor employment rates, insignificant hiring of regular employment and the persistence of social and labour bias. In recent years, he is developing the figure of labor mediator, often played by social workers.

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Key words:

employment
disability
labor mediator
social exclusion

Le corps de l'apprenant au cœur des dispositifs de formation

Support de la relation à l'autre, le corps est au cœur du quotidien des travailleurs sociaux dans une société contemporaine qui le survalorise, mais où ce corps dit la souffrance sociale.

Une didactique de l'alternance intégrative qui s'appuie essentiellement sur une transmission des savoirs « immobile » et descendante sans mettre au travail l'expérience corporelle partagée avec les usagers interroge sur la manière dont le corps s'inscrit le processus de formation en travail social : comment les séquences pédagogiques peuvent-elles réhabiliter la question du mouvement ? Comment des dispositifs spécifiques (médiations, transferts,...) permettent-ils aux apprenants de se « mettre en mouvement », d'éprouver le pouvoir d'agir sur la matière...? Les acteurs de la formation doivent revisiter la notion d'éprouvé pour dessiner des pistes pédagogiques innovantes en inventant notamment des collaborations avec ceux (artistes, professionnels du social,...) qui travaillent cette question du corps.

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Key words:

médiations éducatives et artistiques
participation des usagers

Le développement des compétences réflexives dans la formation expérimentielle en Travail Social

Le Travail Social c'est une profession et une discipline de l'intervention l'exercice nécessite la formation de professionnels qui savent non seulement comprendre et analyser de façon critique les phénomènes et les problèmes sociaux, mais aussi de définir et mettre en œuvre des stratégies pour leur résolution. Autrement dit, une formation qui mettent l'accent sur la connaissance, de compréhension et de réflexion dans et sur l'action qui permet aux élèves de développer des compétences critiques et réfléchissants pour action. La pratique du travail Social est complexe et dynamique, en modification permanente, contextes en contradiction et ne peut être saisie dans l'isolement, ni reproduite dans des situations similaires.

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Key words:

formation en travail Social
les méthodologies d'enseignement / apprentissage
supervision pédagogique
compétences critiques et réflexives

Les stages en travail social en Espagne

L'adaptation des diplômes universitaires espagnols aux lignes directrices de l'Espace Européen de l'Enseignement Supérieur a entraîné une nouvelle façon de comprendre l'enseignement, orienté à l'apprentissage comme un processus et non pas centré uniquement sur l'enseignement en classe heures. Le caractère de nos études, axé sur la recherche et l'intervention sociale est intensément liée à des changements sociaux, a toujours conduit à la création d'études dynamiques, flexibles et capables de s'adapter aux circonstances. Les stages peuvent jouer un rôle important comme un élément unificateur qui facilitera la planification et la mise en œuvre des activités dont le nouveau système a besoin. Ce document vise à exposer le système des stages des diplômés en travail social dans les universités espagnoles. Une analyse comparative des différents programmes de l'Université Complutense de Madrid et de l'Université de Malaga sera faite et des modèles de stages mis en œuvre seront exposés.

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Key words:

stages
formation en travail social

Online risks behaviours of Croatian adolescents: contribution to social work practice and education

Social work practice is faced with the growth of risks in virtual environment. Internet addiction and cyberbullying among youth are phenomena that show a significant increase owing to the development of technology. Main objective of this study was to examine the patterns of internet use and the involvement in cyber violence among Croatian adolescents. Standardized measuring instruments Internet addiction test and The European Cyberbullying Intervention Project Questionnaire were administered to the randomly selected cluster sample of 352 adolescents in high schools. Adolescents with higher results on the internet addiction shows higher results on victimization and perpetration of cyber bullying. The analysis of patterns of internet use and internet addiction among groups with various levels of involvement in cyber violence was conducted. Results show moderate to high effect size between internet addiction and cyber violence.

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Key words:

internet addiction
cyberbullying
victimization

Opening our academic training to the world

Ce poster présente les différentes propositions de l'ISL concernant l'ouverture à l'international des étudiants en cycle initial (DEASS et licence de sociologie) ou en Master (travail social en Europe et Développement social urbain). L'international est encouragé aussi bien à travers des stages ou séjours à l'étranger que par des accueils des partenaires étrangers à l'ISL, séminaires et déplacements à l'ISL ou à proximité. L'international est composante essentielle de l'identité de l'institut. Nous nous attachons à présenter les offres et les bénéfices pour nos étudiants, en collaboration avec ceux-ci.

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Key words:

international
formation

Paris Summer School : vers une internationalisation des formations en travail social

Le concept de Summer School (ou université d'été), très populaire dans le monde Anglo-Saxon, a traditionnellement pour vocation d'offrir à des étudiants internationaux une immersion académique intensive, le plus souvent en langue anglaise, de courte durée (quelques semaines en été) associé à un programme culturel et social favorisant la rencontre et la découverte du pays.

En juillet 2016, l'EPSS ouvre à Paris la première Summer School en travail social et fait ainsi le pari d'adapter à la formation en travail social ce modèle pédagogique traditionnellement réservé aux grandes écoles ou universités prestigieuses en raison de leur capacité à offrir des enseignements en anglais.

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Key words:

innovation
internationalisation
professionnalisation

Participation of Eötvös Loránd University social worker students in scientific and professional public life

The poster shows the ELTE social work education's efforts, which aim to support the participation of students in scientific and professional public life. For many years we have provided various possibilities for discussing current dilemmas concerning social and child protection issues (department evenings, workshops in associations), for keeping alive actively the alumni (social workers desk company), as well as for professional self-organization (organize Social Work World Day). On these occasions students have an active role in organizing and performing. However, besides these, our students participate in research with university teachers and often also engage in publishing activities. Within social work education there are two kinds of practices to ensure these. On BA level, at the end of the first year, ethnographic field research provides the first research experience for the students and testing how to make interviews. The aim of the 'socio-camp' is for the students to make the first steps in synthesizing social work theory and practice, and in connecting with the target client groups of social work. The second practice is on MA level, with the aims to design and implement a specific need-oriented and innovative project in a given social institution.

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Key words:

innovatory practice in
social work education
research with students
socio-camp
innovative and need-
oriented projects

Prospects for social work in hospice and respite care for children

A social worker acts for individuals, families, groups and the social environments that are in a difficult situation. It enables or facilitates accomplishment of aspirations and aims in life. It also strengthen capabilities of the social groups, persons, families to solve own problems and manage independently. In the families with an untreatable child, a social worker plays a special role. He or she is a driving force of changes in the family as well as is a foundation of multifaceted help and support. Sentences range of social work against the child and the family of the terminally ill is very wide. This requires a professional and comprehensive preparation for the roles of professional social worker and tasks. Social work in hospice care and respite places before using social challenges. Standards of social work in Poland are trying to meet the expectations and make far-reaching changes in this respect.

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Key words:

social work
hospice care
respite care

Research workshop and peer tutoring for optimizing the Graduate dissertation in the Degree in Social Work

This paper describes the activities and results achieved through a learning-teaching innovation project in the Graduate dissertation tutoring of the Degree in Social Work. It has been developed at the Faculty of Social Studies and Work of the University of Malaga (Spain).

For students, the Graduate dissertation is difficult to define, structure, and write, as it is the biggest and most difficult research/practice piece of work that they have developed so far. In this vein, some advice and recommendations from faculty, as experienced researchers, and post-graduate students, as successful individuals in writing Graduate dissertations, in workshops organised by the Faculty could be useful.

As initial results, attending to these workshops and to peer tutoring enhanced the students' research skills and improved their engagement in the Graduate dissertation.

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Key words:

graduate dissertation

Service users involvement in social work research: homelessness in Croatia

Promoting users' perspective has led to significant tendencies for user involvement in practice, education and research in social work. Putting an emphasis on understanding problems from the users' perspective in social work studies has increased as this approach allows substantial deepening of knowledge on the subject, more complete understanding of the studied phenomena and social context. This paper will show an example of homelessness study in Croatia, with an emphasis and a description homeless people were included in research process. The main objective of the study was to identify determinants of the homeless people position in Croatia and gain a more complete understanding of the experience of life as homeless through personal experience of causes, needs and problems, employability and factors that are perceived necessary to get out of homelessness.

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Key words:

researches in social work
users' perspective
homelessness

Social work and evicted people

Spain has been suffering a major economic crisis for the last 8 years. The economic crisis caused several problems in Spanish society, such as job loss, high levels of unemployment, indebtedness and inability to pay the mortgage loans. Therefore, we propose a new form of intervention for social workers, precisely in the foreclosure. The importance of the presence of a social worker within this type of problem can act as a clear scope of intervention of social work curriculum because when a family lose their home it is considered at risk of social exclusion, which is a field of social work intervention.

Author(s):
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The expectations of students of social work bachelor degree by their stage and suggestions for academic teaching

The poster will deal with some results of interviews to students during some work groups, in particular it will present the different expectations of students for their own stage of social work. This topic is useful to find what are the attitudes that must be growed during stages and classes. The outputs will be illustrated in my poster.

Author(s):
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Key words:
professional identity
professional
competences
education
qualitative research

Time in social work – the temporal clash between the organisation and the individual

Time, or rather lack of time, is currently an issue to many involved in social work, in Sweden and elsewhere. The aim of this paper is to show how time is perceived in relation to work and private life by employees in the social services. The investigation was conducted with help from both qualitative and quantitative methods. The result indicates a general experience of daily stress and that the social workers' (at different positions) individual perception of time affects their sense of time and temporality in relation to work and leisure. The respondents use different curbing stress strategies to recuperate. Organisations leave the management of perceived time shortage to the individual, and individuals assume the responsibility. In relation to the employer and the organisation, this means that individual employees assume responsibility for organisational shortcomings that they cannot influence. In the long run, this can mean high risk of mental ill-health and burnout.

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Using a real case scenario in teaching social work with children and families in different practice settings

Families of 21st century have complex and multiple needs and challenges which contemporary social work has to find a proper respond to them. In order to prepare social work students to face with these families, the University of Belgrade developed the curricula based on a real case scenario that encourages them to develop skills and metalize client situation.

The objective of this study is exploring potentials of using case scenarios from direct practice in social work for children and youth for enhancing social work curricula and connecting theory with the inquiry of practice in the framework of the Erasmus+ project.

Students are encouraged to explore and reflect on challenges, limitations and possibilities of social work practice with families that have complex needs in different practice settings: child protection, school social work, family outreach, cash benefits, mental health social work and juvenile justice.

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Key words:

real case scenario
families with complex
needs
practice contexts

When terrorism is getting closer – Individual experiences of adolescents in the 21st century

The accumulation of terrorist attacks across Europe, as well as the assumption that the experience is not only characterized by anxiety lead to following questions: How do adolescents experience, feel and react on terrorist attacks in the 21st century? Furthermore, it is of interest how social workers, related specialists, as well as parents can support young people appropriately. This study is based on 8 interviews with adolescents aged between 14 and 18. Additionally, two experts working in specific counseling centers were interviewed. The results show that the experience of terrorist attacks is characterized by much more emotions than just anxiety. These emotions, however, are accompanied with many diverse bodily states impacting posture, body tension, facial expressions, and gesturing depicting the individual experience of young people.

Author(s):

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Key words:

terrorist attacks
interviews
adolescents
individual experiences

VIDEOS

Journée Mondiale du Travail Social

Notre proposition réside dans la projection d'une vidéo qui sera réalisée lors de la journée mondiale du travail social du 21 mars 2017, à l'occasion de laquelle sera organisée une journée commune à l'ESSSE, l'IFTS (et peut-être le CCAURA, en attente de confirmation) sur la thématique :

« Mobilité des idées, mobilité des pratiques, mobilité des personnes : s'enrichir par la rencontre ».

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Key words:

international
mobilité
rencontre

La question ethnique raciale et ses conséquences dans la vie quotidienne des jeunes en situation de vulnérabilité socio-économique

La présence d'une expérience réalisée à travers d'un projet de l'intervention du secteur de service social qui traite la question ethnique raciale et des évolutions dans la vie quotidienne des jeunes. Dans une institution qui médiatise la relation jeune /l'accès de l'entreprise au premier emploi dans la ville Florianópolis/Santa Catarina-Brasil.

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Key words:

racisme
service social
jeune

Participation d'étudiants en travail social dans un dispositif d'accueil d'enfants au domicile de parents ayant des horaires de travail atypiques

Présentation vidéo d'un dispositif "accueil horaires atypiques" qui favorise l'intervention d'étudiants en travail social auprès de familles ayant des horaires de travail décalés (tôt le matin et tard le soir). Tout en contribuant à la conciliation de la vie familiale et professionnelle, les étudiants peuvent ainsi développer et compléter leurs compétences en dehors de leurs heures de cours. Ils peuvent dans le cadre d'un travail salarié et déclaré appréhender une nouvelle forme d'accompagnement des parents et de leurs enfants en intervenant à leur domicile (aspect souvent peu ou pas abordé lors de leurs stages de formation). Ce dispositif public dispose d'aides financières adaptés pour les familles aux revenus modestes et concourt au maintien dans l'emploi de femmes seules avec enfants. Les étudiants valorisent cette expérience en formation, et ils peuvent être amenés à partager leur vécu avec leurs pairs.

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Aabinger, 209
 Aalbers, 162
 Ablett, 173
 Acar, 104, 143
 Adamson, 123
 Aguilar, 157
 Aguilar-Tablada
 Massó, 218
 Ahnlund, 154
 Albert, 119
 Albrektsson, 209
 Alexandru, 120
 Alexius, 43
 Alho, 32
 Allegri, 213
 Almeida, 152
 Alnabilsy, 18
Al-Nashif, 14
 Alonso, 146
 Alptekin, 56, 103
 Alseth, 28
 Álvarez-Pérez, 218
 Alves Bergano, 40
 Amaro, 84
 Ammer, 66
 Amram, 82
 Anghel, 169
 Antonyan, 25, 112
 Arendt, 58
 Arias Astray, 32
 Arkin, 21
 Attepe Ozden, 147,
 149
 Aupicq, 216
 Aydemir, 56, 103
 Baldelli, 211, 219
 Ballester Lledó, 121
Banks, 13
 Bánovčinová, 22
 Barbero, 29
 Bartelsen-Raemy, 78
 Bašić, 55, 204
 Basstanie, 71
 Bastet, 11
 Bastin-Joubard, 189
 Batle Cladera, 133
 Battas, 90
 Baykara Acar, 143
 Belchior Rocha, 218
 Belzile, 211
 Ben Abu, 195
 Ben-Shimon, 21
Beresford, 14
 Berger, 222
 Bergheim, 124
 Bergougnan, 6, 8
 Berlinicke, 161
 Bernard, 11
 Bertard, 96
 Bertotti, 6, 106, 204
 Beydili Gurbuz, 22
 Bjelskou, 93
 Blanchy, 75
 Bleton-Martin, 161,
 243
 Bloemen, 202
 Bogaerts, 100, 186
 Bogdan Iovu, 144
 Boixadós, 63, 79
 Boixadós Porquet,
 137
 Bonnabesse, 189,
 190
 Bonnami, 116
 Bordé, 216
 Borrallheiro, 190
 Bošnjak, 63
 Bossière, 217
 Boucher, 219
 Boudaud, 225
 Bourgeois, 195
 Bourgois, 179
 Bourque, 158
 Boursier, 118
 Bousquet, 210
 Branco, 57, 84
 Brandt, 153
 Bréant, 196, 199
 Bridts, 202
 Brown, 206
 Bruins, 184
 Brulavoine, 232
 Buenaventura, 79,
 180
 Bundschuh, 9
 Burcu Öztürk, 45
 Burgund, 241
 Burgy, 130
 Butkevičienė, 166
 Butler, 106
 Buz, 103
 Buzaityte-
 Kasalyniene, 114
 C. Llada, 27
 Cabiati, 59, 176
 Caeiro, 230
 Callebert, 164
 Calvo, 146
 Campanini, 11, 106
 Capra, 240
 Carbonero, 172
 Caria, 121
 Carmo, 230
 Caro, 194
 Cartoixa García, 133
 Carvalho, 38
 Casey, 223
 Castillo de Mesa, 177
 Catalan, 64
 Cazorla Palomo, 139
 Cecil, 171
 Cernja, 237
 Cesar-Franquet, 64
 Chabrier, 195
 Chagas Lemos, 91
 Chakraverty, 237
 Champeaux, 188
 Chartrin, 117
 Chatenay, 182
 Chaudet, 34
 Chehami, 11
 Chevalier, 199
 Chiapparini, 76, 223
 Cleak, 120
 Clouse, 220
 Cluzel, 180
 Cocquempot, 234
 Coeur, 161, 243
 Cohen, 21, 53, 192
 Colas, 8
 Coleman, 124
 Collén, 151
 Colquhoun, 39
 Conceição Azevedo,
 152
 Cornut, 215
 Cosano-Rivas, 229,
 236, 239
 Costa Pinto, 142
 Couturier, 211
 Cowden, 47
 Crowley, 8
 Da Costa Borges,
 231
 Danneboom, 209
 Danusevičienė, 166

Dardour, 233
 Daugherty Bailey, 188
 Dault, 199
 De Chenu, 162
 de Gracia Rodriguez, 240
 De Haas, 110
 de Jonge, 49, 184
 de Kreek, 191
 de las Olas Palma García, 239
 de Quelerij, 193
 de Sousa, 52, 152, 221
 del Aguila Obra, 239
 Delacôte, 22, 86
 Delcroix, 195
 Delfortrie, 128
 Delhayé, 216
 Dellavalle, 55
 Delli Colli, 229
 Delli-Colli, 227
 den Braber, 212
 Dequine, 168
 Deshayes, 101
 Devillé, 50
 Dewulf, 19
 Di Rosa, 36
 Diaconu, 172, 181
 Dijkdrenth, 108
 Dijkstra, 212
 Dionisopoulou, 37
 Direda, 127, 232
 do Céu Ribeiro, 40
 do Mar Castro Varela, 45
 Domínguez, 229
 Dooley, 117
 Doornbos, 193
 dos Santos Freitas, 9
 Driessens, 209
 Družić Ljubotina, 239
 Dubois, 216
 Ducca Cisneros, 32
 Dunlap, 193
 Durán Monfort, 20, 79, 89
 Dutrieux, 51
 Duvivier, 168
 Dyrliid, 28
 Eatne, 11
 Eccles, 204
 Eckl, 19
 Eicher, 223
 El Abdouni, 202
 Eldridge, 203
 Elias, 18, 82
 Ene, 109
 Escribano, 146
 Espitia Gaso, 229
 Euillet, 167
 Evans, 47
 Fabry, 57
 Fargion, 9, 70
 Faure, 220
 Fayolle, 142
 Felder, 9
 Felemonow, 24
 Fengler, 97, 160
 Fernandez, 243
 Fernandez Barrera, 9
 Fernández i Barrera, 137
 Ferrand, 139
 Ferreira, 113, 148, 218
 Fløystad Kvammen, 130, 146
 Flynn, 115
 Folgheraiter, 59
 Follmann-Muth, 58
 Fondeville, 64
 Foreman, 181
 Forgey, 151
 Forkby, 25
 Frechon, 159
 Fréchon, 187
 Freitas, 203
 Friis, 153
 Frisoni, 8
 Frost, 224
 Gaba, 132
 Gagnon, 227
 Gaillard, 225
 Ganne, 225
 Garant, 203
 Garcés-Ferrer, 78
 Garcia, 236
 Garnier, 179, 190, 194
Garrett, 13
 Gayard-Guégan, 130
 Geelhoed, 171
 Geraghty, 212
 Géraud, 118
 Geron, 222
 Gevorgianiene, 81
 Ghanem, 19
 Gibens, 31, 162
 Giertsen, 174
 Gjedrem, 130, 146
 Glenat, 235
 Gomarasca, 45
 Gómez Ciriano, 56
 Gómez Pérez, 233
 Gómez-Ciriano, 9
 Gonsalvez, 127, 232
 Gonzalez, 124
 González-Hernández, 236
 Gorše, 69
 Gradener, 77
 Grebert, 196
 Gredig, 78, 191
 Green Hurdle, 151
 Greiveldinger, 34
 Grenier, 156
 Griffith, 211
 Grosjean, 216
 Guédo, 221
 Guetat-Calabrese, 196
 Gulfi, 107
 Gut, 215
 Guthleben, 159
 Gutman, 213
 Gutu, 29
 Güzel, 103
 Gvaldaite, 26
 Hafford-Letchfield, 226
 Hage, 119
Hairion, 16
 Halifax, 149
 Hanrath, 173, 184
 Hansen, 93
 Hardy, 199
 Harrison, 166
 Hartley, 106
 Hartman, 134, 212
 Hartmann, 187
 Haselbacher, 90
 Hatchuel, 196, 199
 Hauet, 198
 Hébrard, 211
 Heggem Kojan, 35
 Heidenreich, 33, 129
 Hendriks, 128
 Henriksen, 98
 Heremans, 209

Hernández Pedreño, 235
 Hernández-Martín, 229, 236
 Herrero Villoria, 218
 Hess, 223
 Heule, 209
 Heyerdahl-Larsen, 93
 Heynneman, 199
 Higgins, 23, 98
 Hirschauer, 96
 Hivar, 49
 Hjortgren, 99
 Hoekstra, 80
 Hoffmann, 167
Höjer, 14, 25
 Hollertz, 95
 Holten, 175, 205
 Holtrop, 199
 Huber, 205
 Hübner, 105
 Huet, 237
 Huizinga, 184
 Hultman, 25
 Humme, 165
 Hurley, 82
 Huseynli, 38
 Huss, 207, 226
 Hutchinson, 194
 Iannitelli Muscolo, 89
 Ibanez, 189
 Icgasioglu Coban, 147, 149
 Inês Amaro, 148
 Inthanavong, 11
 Ioakimidis, 27
 Jacobson
 Pettersson, 68
 Jaeger, 141
 Jami, 196
 Jankunaite, 85
 Janson, 42
 Jarkiewicz, 138
 Jean, 11
 Jensen, 231
 Joffres, 211
 Join Lambert, 225
 Jolly, 90
 Jones, 206
 Jönsson, 35, 72
 Juharyan, 25
 Jurien de la Gravière, 192
 Jurkuvienė, 166
 Justino, 112, 231
 Kaasbøl, 153
 Kaddour, 233
 Kaminsky, 44
 Kane, 23
 Kapulnik, 31
 Karagkounis, 37
 Karbouniaris, 223
 Kaszynski, 115
 Katkic Stanic, 10
 Keating, 206
 Kejerfors, 96
 Kellenberger, 156
 Ketter, 92, 111
 Kletečki Radović, 239
 Klimek, 102
 Kloppenburg, 184
 Knevel, 145, 212
 Knutagård, 81, 128, 209
 Koch, 76
 Kokkonen, 73, 204
 Kondrashov, 88
 Korin Langer, 200
 Kowalt, 175, 205
 Kraimer, 200
 Kriisk, 178
 Kristiansen, 128, 209
 Kuik, 194
 Laanemets, 108
 Labasque, 149
 Laging, 33, 129
 Lähteinen, 67
 Laird, 108
 Lakatoš, 54, 231
 Lamarque, 64
 Lambert, 227
 Lander, 214
 Landsman, 41
 Laszlo Degi, 144
 Lawrence, 53
 Lazar, 132, 144
 Leal, 145
 Leal Cavalcante, 85
 LeBailly, 223
 Leboiteux, 180
 Lecaplain, 221
 Lechaux, 221
 Lecointre, 128
 Leek, 138
 Lefere, 77
Lefevre, 16
 Lenzi, 221
 Leskosek, 197
 Leśniak-Berek, 61
 Leunen, 223
 Levebvre, 189
 Levicka, 145
 Levivier, 84
 Lévy, 215
 Lian Flem, 72
 Libois, 8
 Liénard, 185, 237
 Lievens, 48, 100, 186
 Lill, 68
 Lima Fernandez, 10
 Lima-Fernandez, 50
 Lindenau, 43
 Lion, 76
 Lizé, 191
 Lobet Estany, 20, 79, 133, 157
 Löbmann, 155
 Lochtenberg, 212
 Lonjon, 198
 Lopez, 85
 López, 146
 López Peláez, 218, 226
 López-Espigares, 229
 Lorenz, 94
 Lorenzo, 137, 157
 Lotko, 177
 Löwenstein, 19
 Lübeck, 46
 Lucy, 118
 Lukyanov-Renteria, 23
 Lumetta, 94
 Lund-Sorensen, 24
Lyons, 15
 Macfarlane, 163
 Macy, 135
 Madew, 67, 72
 Maelstaf, 131
 Magyar-Haas, 224
 Majdak, 54, 230
 Malleval, 189
 Manassero, 156
 Manceau, 11
 Mandrysz, 102
 Mangane, 243
 Månsson, 209
 Mapp, 193

Marc, 65
 Marín Palacios, 233
 Markovič, 109
 Marthinsen, 83
 Martins Teles, 230
 Martrou, 11
 Matthies, 197
 Maubant, 211
 Mayer, 229
 Mbodje, 21
 McGlade, 79
 Meakin, 223
 Melgar, 29
 Melo, 60, 142
 Mendes, 60, 205
 Mendonça, 121
 Ménochet, 190
 Mesnier, 122
 Mesquida, 63
 Metteri, 67
 Meunier, 41
 Meuwly, 215
 Mihai, 132
 Miljenovic, 9
 Miranda Ruche, 60
 Moentjens, 201
 Moine, 158
 Moldovan, 29
 Monnier, 64
 Montenegro, 170
 Montes de Oca, 148
 Montmoulinet, 179
 Morange, 139
 Morano, 165
 Morata, 145
 Moretti, 159
 Morin, 227
 Morley, 163, 173
 Mortelecque, 189
 Moser, 138, 214
 Moshe Grodofsky,
 195, 213
 Motieciene, 85
 Moufack, 83
 Mouyedi, 71
 Mueller, 137
 Muepu, 211
 Muller, 8
 Munch, 132
 Musso, 41
 Myrvang, 23
 Nadir, 87
 Nagy, 60, 91
 Naujanienne, 85
 Nečasová, 152
 Neuderth, 83
 Ngnafeu, 130
 Ní Raghallaigh, 181
 Nothdurfter, 60
 Novotná, 109
 Nowacki, 70, 182
 Nutt, 223
 Nuttman-Shwartz,
 70, 214
 Objois, 234
 Ogresta, 239
 Öhlund, 105
 Olsson, 240
 Onginjo, 48
 Ornacka, 115
 Ortega-Trur, 116
 Otava, 152
 Overkamp, 184
 Palacin Bartroli, 9
 Palacín Bartroli, 66
 Palasí, 145
Panić, 14
 Pantucek, 214
 Papret, 198
 Parra, 137
 Pastor Seller, 50
 Paturel, 210
 Paulay, 80
 Paur, 223
 Pauwels, 197
 Pawlas-Czyż, 61
 Pecondon-Lacroix,
 198
 Peeters, 209
 Pélissié, 8, 217
 Pellegrino, 132, 190
Penaud, 16
 Pentaraki, 37
 Perdahl, 154
 Pérez García, 218
 Perino, 62
 Perriard, 107
 Pervova, 126
 Petersson, 209
 Petiau, 54
 Petit, 219
 Petrosyan, 25, 112
 Picornell-Lucas, 218
 Pieters, 193
 Pillant, 76
 Pinto, 38
 Pinto Albuquerque,
 80
 Piou-Illiassi, 34
 Pivoriene, 154
 Plante, 176
 Platonova, 29
 Plovie, 9
 Poch, 75
 Poe, 203
 Poizot, 216
 Polat, 104
 Pollack, 203
 Ponnou, 220
 Pouchadon, 219
 Poulalion, 34
 Prieur, 8, 71
 Puig, 188
 Pulido-Rodríguez,
 145
 Quiriau, 195
 Quiroga, 63, 79, 157,
 180
 Rácz, 238
 Rafael-Ashuri, 31
 Rafaelič, 213
 Rajter, 237
 Rambaree, 134, 197
 Ramon, 213
 Ramos Novo, 40
 Ramos-López, 229
 Ranz, 195, 200
 Rasmussen, 153
 Rauhaka, 77
 Raya Diez, 170, 172,
 233
 Raya Díez, 235
 Regard, 42
 Reimer, 141, 161
 Rentea, 132
 Reskow, 150
 Reverda, 9
 Reynaert, 212
 Rhoden, 203
 Ribeirinho, 236
 Ricou, 190
 Riis Hansen, 201
 Rings, 226
 Robinson, 39
 Rocha, 197
 Roda Sequeira, 112
 Ródenas-Rigla, 78
 Rodrigues, 131
 Roebroek, 220

Roger, 211
 Rollet, 8
 Ronen, 222
 Rosiers, 209
 Rotari, 29
 Rousset, 192
 Rouzeau, 8
 Ruel, 227
 Rusac, 63
 Ruskin, 226
 Ruttert, 165
 Ryan, 39
 Rzayeva, 38
 Šabić, 163, 178
 Sabolić, 69
 Sacramento, 121
 Sætrang Lunde, 129
 Sajina, 29
 Sánchez Alcoba, 235
 Sancho Salido, 133
 Sanquirgo, 54
 Santamaria, 119, 161
 Santana, 218
 Santos, 57, 113, 205
 Santos Costa, 243
 Sarat, 8, 234
 Sauer, 154
 Savaya, 18, 222
 Savigny, 123, 187
 Schaefer, 107
 Schaeffer, 8
 Schaeuble, 187
 Scherrer, 74
 Schmid, 58, 68
 Schmitz, 135
 Schoneville, 224
 Schuurman-Vader,
 110
 Schwab, 241
 Šedienė, 166
 Seelmeyer, 136
 Segal-Engelchin, 51
 Segev, 113
 Selcik, 61
 Semanda, 87
 Sevcic, 206
 Shamai, 222
 Shapell, 18, 222
 Shapira, 18
 Shay, 214
 Shears, 58
 Shergill, 40
 Sheridan, 189
 Sherwood, 172, 181
 Shmidt, 188
 Sicora, 93, 224
 Sieswerda, 101
 Silić, 144
 Sillard, 140, 191
 Silva, 121
 Simonin-Cousin, 198
 Simpson, 70, 182
 Sirotkina, 178
 Skjefstad, 83
 Skjeggstad, 129
 Sladovic Franz, 26
 Smirnova, 52
 Smith, 30, 53
 Snellman, 154
 Sobočan, 204
 Songguo, 11
 Sorita, 158
 Soubrié, 217
 Soudant, 185, 237
 Soulé, 211
 Soumeilhan, 196
 Spaans, 202
 Spector-Mersel, 90
 Spierings, 185
 Spolander, 218
 Stammer, 67, 72
 Steffens, 164
 Stofberg, 185
 Strassburger, 33
 Strauss, 77, 189
 Streicher, 140
 Strom-Gottfried, 143,
 204, 231
 Sullivan, 127, 232
 Sultan, 8
 Sundh, 240
 Svensson, 126
 Szécsi, 238
 Tagliabue, 35
 Taylor, 79, 160
 Terme, 217
 Tham, 104
 Thers, 8, 198
 Thiery, 167
 Thirolle, 216
 Thomas, 194
 Thorén, 104
 Thouvenot, 211
 Tielman, 96
 Tigchelaar, 28
 Tilli, 95
 Tirions, 212
 Tirmarche
 Issemann, 99
 Tissberger, 66
 Topic, 144
 Toresson-Blohm, 99
 Torralba, 137
 Torras Genís, 59
 Toubal, 235
 Touhami, 73
 Tourrilhes, 84
 Trevithick, 168
 Trujillo, 74
 Turda, 36
 Turtiainen, 73
 Uggerhøj, 225
 Unz, 83
 Urek, 170
 Uriz Peman, 204
 Vallance, 7, 8
 Vallet, 49, 211
 Valokivi, 62
 van Bentum, 223
 van Bommel, 184
 van den Hoven, 212
 Van Gestel, 88, 162
 van Gijzel, 223
 van Heijst, 142
 Van Kerckhove, 218
 van Pelt, 191
 Van Pelt, 65
 van Slaagmaat, 223
 VanDeusen, 125
 Veen, 101
 Vejmelka, 110, 237
 Verde, 50
 Verdier, 235
 Verkooijen, 162
 Veyrié, 111
 Videmšek, 175
 Vilar Martín, 59
 Vilka, 177
 Vincenti, 201
 Voisin, 198
 Votoupal, 102
 Walburg, 134
Walker, 15, 225
 Walpot, 201
 Weilinghoff, 46
 Weinberg, 151
 Weistush, 21
 Wemerman, 108
 Westersø, 98

Whitaker, 161
Whittaker, 23, 98
Wieviorka, 13
Wiklund, 105
Wikström, 69
Wiles, 106, 186
Wódz, 61, 102
Wretman, 135

Wurtzbacher, 33
Xinping, 11
Yip, 11
Yoshihama, 226
Zagorodniuc, 29
Zavirsek, 214
Zdebska, 238
Zegarac, 241

Zganec, 9
Žganec, 7, 206
Žilová, 109
Zinn, 70
Zöller, 200
Zorn, 136
Zuchowski, 120

