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SYMPOSIUMS

ECSWE-PRP-19898

Diversity, pluralism and learning in social work education. A commitment to equality.

ECSWE-43053

When "scientific" discourse is violence. Notes on epistemic violence and professional knowledge in the field of mental health.

Juan Brea Iglesias - Universidad Complutense de Madrid

David Alonso Gonzalez - Universidad Complutense de Madrid

Abstract:

This paper aims to delve into a specific form of violence related to knowledge-power and which has its origins in decolonial studies: epistemic violence. However, we consider that this concept can be useful to articulate a critique of certain professional practices legitimised by a totalising "scientific" discourse, which invalidates and disallows other practices and knowledge. Specifically, we will focus on the epistemic violence exercised in the field of mental health. For the argumentation of this paper, we use the testimonies of people who have been diagnosed with mental health problems and have gone through different resources and professionals in the field of mental health. These testimonies were collected in five discussion groups (n=32). In terms of professional and academic implications, we call for contextual and situated knowledge, greater reflexivity and listening, as well as greater acceptance and recognition of the limits of one's own professional and academic knowledge.

Keywords: Epistemic violence; Mental Health; Epistemology.

ECSWE-46980

Voluntary participation? The role of youth in social programs

Linda Vanina Ducca Cisneros - Universidad Complutense de Madrid

Abstract:

Youth participation programs are understood as a priority action of public policies. They are intended to improve the well-being of young people and, at the same time, to prevent undesirable situations as diverse as social isolation, exclusion, behavioral problems, gang organization, self-injurious behavior and even suicide. Participation is presented as a medicine and a balm for everything and a requirement for citizenship.

Even though participation is recognised as a right, participation programs must be questioned in their design and application. Our research in local intervention settings has shown that on many occasions there is a paradox in that the participation of young people in many of these programs is not agreed by participants. First, because in occasions they are forced to participate. Second, because the programs they are offered are not of interest to them. Finally, because the type of participation they are offered places them in a situation of subordination to the adult-centric world. Due to this lack of real participation, positive aspects of these programs are generally lost from the moment they are conceived since they cannot engage participants. In conclusion, we reflect on and propose what the characteristics of participation programs with young people should be in order to promote citizenship and social wellbeing

Why be an anarchist professor in social work?

Andrés Arias Astray - Complutense University of Madrid

Abstract:
In this paper I try to explain why, as a social work theorist, but also as a practitioner and especially as an educator, I argue that the only reasonable epistemology that can be adopted in our discipline is an anarchist epistemology.
I will develop my arguments in three stages.
In the first, I will try to describe very briefly what I mean by anarchism and, particularly, by methodological and epistemic anarchism.
In the second, I will exemplify, analyze and value very positively the radical ontological diversity in which social workers have to operate and the convenient plurality of their professional practices. I will make visible how our daily professional practices contribute to reify the nature of the people and communities we serve.
Finally, I will reason how the practices and, particularly the attitudes of the social work educators must embrace and celebrate such diversity and plurality and, consequently, how our pedagogy can only be an anarchist pedagogy.

ECSWE-22956

Surviving not Thriving: The importance of anti-racist pedagogy

Dr. Erika Laredo - Leeds Beckett University

Abstract:

This paper will share findings from a qualitative research project carried out collaboratively between staff and students in the Social Work Department at Leeds Beckett University. The research explored the practice placement experiences of Black and Global Majority (BGM) students on professional training courses. Informal discussions with students established that they experience additional barriers and are more likely to fail or take longer to complete placements. Focus groups and semi-structured interviews were used to understand students' experiences on placement. Thematic Analysis was used to understand the participants' lived experiences and to centre the student voice, while applying a systematic analytical approach (Clarke and Braun, 2017).

Our findings, informed by critical race theory (Delgado and Stephanic 2017), will be used to better prepare and support students BGM students in practice, and to provide a platform for addressing issues of racism and discrimination in partnership with placement providers. This includes improving teaching around anti-racist practice, but importantly offering students the opportunity to speak about their experiences, specifically around racism.

The research highlighted that experiences of racism are pervasive, but students build resilience by learning to negotiate White spaces. This foregrounds the importance of creating safe spaces within the curriculum for wider discussion. The research provides an endorsement for a greater level of decolonising work within the curriculum itself, it also identified a clear need for a broader conversation with students, academic staff, and practice educators about the importance of developing racial literacy within practice education.

Keywords: anti-racist pedagogy, de-colonising, curriculum.

ECSWE-60923

Reflections on the impact of the Epistemological Privilege and Epistemic Injustice when researching the practice learning experiences and outcomes for social work students from Black and Global Major

Ms. Shirleecia Ward - Leeds Beckett University

Abstract:

The presentation will reflect on my experience of researching the disproportionate failure and attrition rates of Black and Global Majority (BGM) students undertaking Social Work degrees (Jeyasingham & Morton, 2019) with a multidisciplinary team of majority Black researchers. Throughout the research process, the Black researcher's epistemological privilege was evident as nuances in the respondent's answers were understood and frequently echoed in the researcher's own lives. This impacted the discussion about the data encouraging a degree of reflexivity. As a Black social work academic, this experience has encouraged me to explore the impact of being part of this research team and the methodological benefits of insider knowledge when

analysing data (Brett & Wheeler, 2022).

The very nature of black oppression and white privilege is that Black does not hold the same credibility as white, thus the personal lived experiences of black students are over scrutinised and often denied (Fricker,2007, Tedam, 2021). Epistemic injustice was recognised by the researchers who, readily acknowledged the permeation of racism in everyday life, existing in societal structures and also the myriad ways it impacts on personal levels (Masocha, 2015).

As a researcher my Blackness and my professional status offered a unique perspective to the discussions. This reflexive approach was important to identifying key themes and instrumental in acknowledging the importance of social work educators in academia and practice, to re-affirm an anti-racist approach, to validate the experience and knowledge of BGM students.

Keywords: Epistemic injustice and insider positionality.

ECSWE-89602

Building Allyships in the context of outcomes and assessments for Black and Global Majority Students in Social Work Practice Settings

Mark Williams - Leeds Beckett University

Abstract:

This paper promotes the discussion about how practice environments can become more inclusive of students from Black and Global Majority (BGM) backgrounds. This contribution will focus on the nature of racial diversity and the challenges BGM students face throughout their training, and explore how these experiences can be mitigated by the successful promotion of building a strong network of Black Allies.

The 'Striving not Thriving' research findings reaffirm the historical academic literature suggesting Black and Global Majority (BGM) students undertaking social work training and education fall into a series of trends that can be recognised as actual barriers to successful outcomes (Universities UK, 2019). Institutional racism is difficult to address, and organisational cultures tend to perpetuate values and practices that present biases and barriers that impact the experience and outcomes in practice learning opportunities for BGM students.

The central focus of the presentation will be a discussion about the importance of creating, alongside white colleagues and students, an intercultural value-base that reflects the attitudes, shared morals to promote inclusion. Our research highlighted that BGM students require better support from their practice tutors, which was not always forthcoming. The need for the continued effort to decolonise social work training and education across practice fields was a strong message from the research. The discussion will reflect on how, as educators we work to providing practice environments that are genuinely inclusive and able to respond positively the racial and cultural needs of BGM students who are tasked with navigating white spaces within the social work practice setting.

Keywords: Allyships, Assessment and Anti-racist curriculum.

Context informed Learning in social work education: Challenging the perception of knowledge in the academy through academic courses for undergraduate social work students

ECSWE-16138

Professional identity and practice of Social Workers: Does participating in an academic course for Social Work students and adolescent girls make a difference?

Avital Kaye-Tzadok - Ruppin Academic Center

Yael Lavy - Ruppin Academic Center

Abstract:

The presentation describes a study examining the professional identity and practice of social workers who studied in an academic course alongside adolescent girls, aged 16-18. The elective course focused on different aspects of adolescence and included 13 sessions, each lasting four academic hours. It was intentionally structured in a way that elicited the knowledge of the adolescent girls, as well as that of the students, as a main body of knowledge which was studied during the course. Hence, the focus was on knowledge which is learned through lived experience, rather that academic knowledge. Theoretically, the course was based on Critical Pedagogy alongside Critical and Feminist Social Work. From these theoretical concepts, three guiding principles were derived for learning in the course: Working through power relations and the flattening of hierarchies; Challenging the social-structural oppression; Mutual learning and joint creation of knowledge. Social workers who were graduates of the first four cohorts of the course were approached and those who consented, were interviewed. Participants had been practicing Social Work for a period of time lasting between one to four years. The study focused on the ways in which participation in the course influenced the graduates' professional identities and social work practice. The presentation will explore the themes that were brought up by participants.

Keywords: Feminist Social Work; Critical Social Work; Critical Pedagogy; Lived-experience experts.

ECSWE-41831

Enhancing social work students' knowledge and skills for effective interventions with fathers

Dr. Shira Pagorek Eshel - Ruppin Academic Center, Social Work Department

Dr. Ronit Even Zahav - Ruppin Academic Center, Social Work Department

Abstract:

Despite of the crucial role fathers play in child development, they are still rarely included in social services interventions. While fathers themselves often create barriers to engagement with social workers, the professional discourse on fathers is usually from a deficit perspective and social workers are not properly trained for inclusive interventions with fathers.

The current presentation will focus on describing a unique teaching model aimed to enhance second year BSW social work students' knowledge and skills for effective intervention with fathers.

The long year academic course expanded the understanding of the changes that took place in

the role of the father, exposing the students to the theoretical and research trends concerning fatherhood and the father's involvement in the life of his children. In addition, the course dealt with the paternal experience in unique social and cultural contexts, especially fathers as users of social services. The course served as an academic and professional framework for the integration of students into the "Fathers and Sons on the Field" project, developed by Mr. Eli Kushnir and the Joint organization. The project was designed to strengthen the connection between fathers and sons through soccer and group intervention. The students were supervised by group supervision as part of the course. The students were also involved in the evaluation of the project through research.

The presentation will focus on qualitative data describing the students learning experience (n=25) as well as the fathers experiences of the intervention (n=75).

Keywords: fathers, intervention methods, gender sensitivity, social work education.

ECSWE-44149

Leaving the Margins: Context Informed Perspective in Social Work Education in Israeli Academia

Haneen Elias - Ruppin Academic Center

Ronit Reuven-Even Zahav - Ruppin Academic Center

Abstract:

The presentation based on findings of a qualitative study of nineteen Palestinian female students in Israeli academia. The students participated in a culturally and gender adapted course based on context informed perspective in social work education and critical feminist approach. This course considers power relations, issues of gender, recognition of forces and includes joint learning about identities and contexts. The course was an elective in the social work department and is taught in the Arabic language. The use of Arabic during the workshop, as opposed to Hebrew, like all other courses at Israeli academic institutions, is intended to eliminate the feeling that Palestinian students are part of a minority group, while also giving students the opportunity to take their voice out of the margins. The data collection was based on a reflective report in Arabic that each student submitted one month after the end of the workshop. The reflective reports addressed both the learning process within the group and the students' insights about the impact of their contexts on their lives. The findings focus on two contexts in the students' lives: (1) their socio-cultural background, which includes their family and cultural space; and (2) the socio-political context, which includes majority-minority relations. A discussion on the intersection of these two spheres follows. Whereas students felt the socio-political realm was blind to their identity as Palestinian female students, they felt that the course was like their 'home' in terms of language and identity.

Keywords: context informed perspective; Arab female students; Israeli Academia; marginal social positions.

ECSWE-78540

Violence related interventions in Collectivist societies: The case of domestic violence among Arab-Palestinian society in Israel- In the classroom and beyond

Alnabilsy Raghda - Social Work Department, Ruppin Academic Center

Abstract:

Since existing models for intervention in the field of domestic violence have been mostly developed in Western contexts, in which the Socio-Cultural as well as the Socio-Political contexts are substantially different than Patriarchal and Collectivist societies such as the Arab-Palestinian minority in Israel. Designing intervention and treatment protocols which are suited for the needs of individuals, families, and the community at large are much needed.

From this understanding a unique academic course was created at the Social Work Department of Ruppin Academic Center. The course had a dual emphasis. First, theories regarding violence in general and domestic violence were taught. Second, practice interventions were developed from this knowledge which was suited for Arab-Palestinian society in Israel while partnering with several agencies in the field. As part of the academic demands of the course, students were obligated to carry out a short-term violence-related intervention in various locations and agencies, all working within the Arab community.

The course was held during the first semester of the 2016-2017 and till 2021-2022 academic years. The presentation will focus on the model of the course, its application to teaching, and the values and practice of partnership throughout it. The course is accompanied by documentation and research, therefore the findings describing the experience and insights of 37 students participating in the course will be presented.

Keywords: Arab-Palestinian society in Israel, Violence related interventions, Contextualized teaching.

Environmental Justice in SWE: Indigenous-, Eco-Social-, Environmental-, Green-, Post-Anthropocentric

ECSWE-PRP-35123

Making Kin: Towards Post-Anthropocentric Approaches and Methods in Social Work

ECSWE-39133

Awareness-Based Systems Change and Theory U as examples of a post-humanist framework and methodology to co-convene inclusive social-fields for moving beyond the Anthropocene

Oliver Koenig - Bertha von Suttner Private University

Abstract:

Awareness-Based Systems Change (ABSC) is an example of a post-humanist theoretical framework and associated praxis oriented methodology. It represents an emergent cross-sectoral, inter- and transdisciplinary field and body of knowing that connects awareness-based approaches to individual and collective transformation to effect systems change. On the one hand, there exists a space of possibility in which the future potential of a social system can become actualized (Presencing representing the cycle of emergence or becoming present). On the other hand, there is also a counterspace in which the same potential is cut off and, in extreme cases, destroyed (Absencing representing the cycle of social pathology or becoming absent). It provides a dynamic and emerging set of tools and methods to embark on an outer journey to the edges of our systems, and an inner journey that is not bound by our linear perceptions of time. In this paper, I want to sketch my own professional journey with Awareness-Based Systems Change in which I experiment with and combine Critical Disability Studies, emancipatory pedagogy, participatory action research and transformative learning in an iterative series spanning over one decade, to co-convene inclusive and enabling social fields within university seminars for prospective Social Pedagogues. I conclude by presenting steps in the development of a new Masters-Programme in Austria, that tries to reframe some of the embedded scripts and practices towards a post-anthropocentric education of Social Workers.

Keywords: Awareness-Based Systems Change; Post-Humanist Frameworks; Theory U; enabling social fields.

ECSWE-57553

Regenerative Practice in Social Work: Towards Post-Anthropocentric Methods and Micro-Practices

Yari Or - Frankfurt University of Applied Sciences

Abstract:

Regenerative Practice in Social Work (Or 2021; 2022) is a theory of practice that deploys the radical scope of an alter-humanist perspective for transformative social work. Regenerative Practice understands relational ontologies and practices as the cause and solution to the current planetary status quo (Boulet, 2021; Bozalek & Pease, 2021a; Or, 2021) and understands the relationships of humans to "other" humans and to more-than-human nature as the basis of socio-ecological transformation in societies of the global North. In doing so, Regenerative Practice pursu-

es the decolonization of the perception of humans as separate from more-than-human nature and "other" humans and describes micro-practices of (re-)connection, decolonization, and self-organized action as political practices of eco-social transformation. The presentation maps out methods and micro-practices of (re-)connection, decolonization, and just action as new openings for a post-anthropocentric Social Work methodology. These methods and micro-practices aim at "inner" transformation toward "making kin" (Haraway 2016) with the more-than-human world, as well as practices in which colonial-capitalist structures of separation and hierarchization between different life forms are questioned and dismantled.

Keywords: Ecosocial transformation; ecological justice; decolonization; regenerative practice.

ECSWE-73267

Exploring the Eco-Appreciation Perspective (EAP) with older people: Broadening the margins of discourse on eco-transformative social work

Mali Nevo - The Bob Shapell School of Social Work, Tel Aviv University
Lia Levin - The Bob Shapell School of Social Work, Tel Aviv University

Abstract:

Nature-based welfare can be developed by new conceptual and practical milestones in the transformation to the post-anthropocentric era. This talk will tie together three developing concepts: Eco-appreciation as a generator of well-being and welfare; eco-appreciation as a catalyst of eco-social justice and eco-centric inclusion; and combating discourses of othering and exclusion from activities of meaning-making regarding current climate change. The integration of these ideas will be employed toward critically reflecting upon deep social sustainability.

Based on previous analyses of social and eco-social justice (Levin, 2020; Levin & Nevo, 2022), we show how eco-appreciation can provide an effective eco-centric framework and terminology for reconciling and reconsidering reciprocal welfare of Self and Earth (Nevo, 2019). This will be illustrated by research conducted with elderly people, who are often either overlooked in discussions on climate change or regarded solely per their vulnerability. The study is based on in-depth interviews with 60 elderly individuals, and exposes the diverse insights they hold regarding their relations with nature, nature-based welfare, and epistemic aggression. It also reveals the heavy price social work pays when older people's relationships with the natural world are disregarded as well as the benefits that can be yielded from embracing and applying EAP as an eco-centered approach in post-Anthropocene social work. The talk concludes with thoughts about the dangers of shallow approaches to ecological social work, and their contribution to the mutual delegitimation of Self, Earth, and their relations.

Note: This talk is based on research supported by the Bergman Foundation

Keywords: Nature-based welfare, Eco-Appreciation Perspective, Elderly People, Epistemic Justice.

ECSWE-23512

Social Work Perspectives and challenges to promote sustainability

Helena Belchior Rocha - CIES- Iscte Instituto Universitário de Lisboa

Jorge Ferreira - CIES - Iscte Instituto Universitário de Lisboa

Maria João Pena - CIES - Instituto Universitário de Lisboa

Abstract:

Social work establishes a strong link with the environment and sustainable development, as a profession and as an academic discipline. The growing complexity of the actual context leads us to the search for alternatives, skills and a competence to manage the theoretical-practical process, related to the attempt of decipher and understand the reality in constant movement, in the tendencies and possibilities that are placed to our field of action.

Through a review of master's and doctoral theses over the last 10 years, we found that despite the emerging theme, students and professionals do not associate this issue with human welfare and dignity.

In this sense, it is imperative that Social Work is prepared for the ecological crisis we are experiencing. This crisis tends to worsen, brings social implications that arise from it and that threaten all forms of life, in addition to the increase in inequality that it will cause. Social Work has a contribution in this field, the duty of commitment to Agenda 2030 and the obligation to work to promote it.

Keywords: Sustainability, Human welfare, Dignity.

ECSWE-48578

Challenges to local social action and sustainability

Joana Graça - PhD Student ISCTE

Abstract:

This communication aims to present the challenges faced by the social action exercised in local authorities with the law of transfer of powers and what implications may arise for local sustainability. Ensure the service of attendance and social monitoring; Elaborate Social Cards with the purpose of creating a strategic and planning instrument with the network of services and existing social equipment to create an articulation with the priorities defined at regional and national level; Elaborate diagnoses and monitoring of allocation of cash benefits for emergency situations as well as social risk; Monitor and conclude contracts for the insertion of beneficiaries of social integration income; Perform and coordinate the Local Contracts of Social Development, are some examples of the challenges that may arise, in this sense the question is: How can the Social Worker contribute to the process of social action transfers for local sustainability?

The study is in progress and is inductive, exploratory and qualitative in nature, having as its universe the local authorities in which data collection will be semi-structured interviews with policy makers and social workers in office. The sample is not probabilistic by convenience, and in this phase, we will present the results of the exploratory interviews, with the categories of analysis that will be later treated through the MaxQda software.

ECSWE-56457

Sustainability and Eco-Social Approach in Social Work Practice

Daniela Oliveira Duarte Freitas - PhD Student ISCTE

Abstract:

The environmental issue and the Sustainable Development Goals call for the contribution of Social Work to instill environmental and sustainability awareness in theoretical formulations, intervention models and professional practice. The social worker's contribution towards sustainable development is legitimized by the importance of the social and environmental dimension through the eco-social approach.

This presentation has as a basic question: Is the promotion of the social pillar present in community development projects, along with the environmental and economic pillars? And as an objective to identify practices of social sustainability in community interventions.

As a scientific method, an exploratory, qualitative study was carried out on projects developed in Portugal under the Healthy Neighborhoods 2020 Program, using the MAXQDA software for data processing and analysis. The research focused on the 246 projects funded by the program, whose applications were collected on its official website. Of the five intervention axes identified, "social" was mentioned by 97% of the projects, "environment" by 59%, and "economic" by 50%. The inclusion of the environmental issue in community practice reflects a concern with environmental problems and calls for a shift to an ecocentric perspective, but the social dimension lacks a continuous and sustainable character. In this sense it is considered that the presence of Social Work in multidisciplinary teams can contribute to the promotion of well-being and sustainability of communities, through an integrated, collaborative and networked intervention.

ECSWE-67015

Innovative Eco-social Approaches to Social Work in the Development of Local Environmental Practices

Amy Shackelford - PhD student ISCTE – ASTRA Project

Abstract:

Social work as a practice is traditionally rooted in addressing social and economic inequities, often with little or no incorporation of the environmental justice issues facing the modern world. Current social work literature reflects the emergence of discourse around environmental, economic, and social justice concerns with clear critiques of the current modernist systems that inform social interventions. Contributing to the growing social work discourse highlighting the urgency of acting to counter climate change and its disproportionate impact on vulnerable communities, this presentation utilizes a multi-national comparative case study methodology to explore the research question, "How do social interventions in Portugal, Slovenia, and Finland utilize the eco-social approach in practice?". Through comparing eco-social focused transdisciplinary organizations in three contrasting regions of Europe, the study aims to contribute to a systematization of practical tools for social workers to implement environmental justice principles into their social intervention work and research that are future focused. This presentation will present the current stage of the PhD research project, while presenting three case examples and providing an overview of the preliminary results that highlight concepts of the eco-social approach in action, mainly transdisciplinary teams, coalition building, social inclusion, local de-

velopment strategies, and tactics social workers can use to develop their eco-social practice as a critical role for cultivating a just and equitable future for all.

Fundamental Rights, Caring and Peace-Building Practices in SWE

ECSWE-PRP-30737
Social Work's Efforts to Promote Peacebuilding in Regions of Conflict and War

ECSWE-14517
Life on the Border

Merav Moshe Grodofsky - Sapir AcademicCollege

Menny Malka - Sapir Academic College

Abstract:

Communities in the Otef Aza or Gaza Envelope Region in Israel, bordering the Palestinian Gaza Strip, have lived with continuous military conflict for over two decades.

This paper will present the findings of a community-based participatory research (CBPR) paradigm study that sought to understand the reality of communities exposed to prolonged conflict. 154 in-depth, semi-structured interviews were completed. Additionally, a focus group with research steering committee members was conducted. 102 women and 52 men ranging in age from18-90 participated. Following transcription and data analysis a list of cross-cutting themes was compiled and transcripts revisited to identify central themes.

Findings highlighted not only residents' concerns, yet aspirations for the future as well, not only within their own communities but in relation to their Palestinian neighbors as well. Notions of recognition and hope, together with a sense of community were critical in mitigating on-going exposure to the military context.

Findings suggest that residents' experiences may not be unique to this region only. Hence, the study may be useful for communities living in regions of conflict around the world and similarly for the social workers who are mandated to address the well-being of those living in war-torn regions.

Keywords: Gaza Envelope, participatory research.

ECSWE-14749

Remembering to Remember: Commemorative Performance and Memory Activism on Missing Persons in Kosovo

Vjollca Krasniqi - University of Prishtina

Abstract:

How societies choose to deal with the past has consequences for conflict transformation in the present as well as for the future. As a field of inquiry and practice, dealing with the past relates to peace and justice. It is contextual and embedded in the policy realm, social practices, and imaginings for the future of society. The paper focuses on the memorialization of missing persons from the Kosovo 1998-1999 conflict. It examines the dynamics and patterns of commemorative performance, memory activism, and co-production of memory as it has evolved within the framework of transitional justice processes and mechanisms in post-war and post-independence Kosovo. More specifically, the paper discusses memory work and the role of the families of missing persons and other social actors engaging in dealing with the past. Hence, reading the commemorative performances and memory activism, the paper will demonstrate how the me-

mory of missing persons is constructed and in what way memorialization is contributing toward a shared understanding of the recent past in Kosovo. The key questions the paper seeks to answer are: How the past manifests itself in the present? How do mnemonic communities in Kosovo engage in memory activism together? How is the past remembered? And to what extent commemorations of missing persons are inclusive and transformative?

Keywords: Kosovo; memory work; commemoration.

ECSWE-17400

Reflections on Current and Past Wars as a Peace Building Method in Social Work Education

Shulamit Ramon - University of Hertforshire

Darja Zaviršek - University of Ljubljana

Abstract:

We are leading an international IASSW project on Solidarity with Ukrainian social work lecturers, students, practitioners and allies. A central component of this project has been the request for reflections on the war in Ukraine and on other wars participants have experienced, as we assume that the emotional impact of wars is an important aspect of the broader impact wars have, but one often neglected in social work education. Participants have been asked to submit anonymously reflections to the 9 questions, related to personal experiences of war, their professional and voluntary activities during the war, good social work examples, and reflections about most vulnerable people and neglected areas in social work during wars.

Responses have been analysed by applying the Reflexive Thematic Analysis method. The findings highlight how professional and private life domains are affected in an interwoven mode, issues of leaving one's home and country and facing the unknown, and the processes of coming to terms with losses as the hitherto certainties of the past fall apart. The current war in Ukraine raised memories of other wars for both Ukrainians and non-Ukrainians in our sample.

The presentation will address the implications of these findings for social work education in terms of what do social workers in war torn contexts and those working with refugees in non-war contexts need to be aware of and facilitate.

Keywords: SW education, war, Ukraine.

ECSWE-79082

Building Peace: Between Universal Human Rights and Faith-based Identity Practice

Merav Moshe Grodofsky - Sapir AcademicCollege

Abstract:

Over the past thirty years I have been engaged in peacebuilding work in the context of the Israeli-Palestinian conflict. For twenty years my social work practice promoted a rights-based approach to ensure universal rights for Jordanians, Palestinians and Israelis. I trained social work professionals and marginalized, impoverished communities in each of the societies and facilitated joint work between them. Through eleven rights-based community practice centers located throughout these societies social work professionals and community volunteers promoted individual entitlements, community mobilization and advocacy and policy development to address the social and economic needs of diverse populations. Joint trainings were organized, conferences held and a regional rights-based community advocacy management committee was es-

tablished.

Following Operation Cast Lead (2008-2009), a month-long war between Israel and the Palestinians, my practice pivoted to focus on peacebuilding efforts within Israeli society and particularly among the diverse religious and secular Jewish communities that make up eighty percent of the country's population.   Within this context, religion and religious identity, more often than not considered to be the cause of prolonged conflict, are paramount to any attempt to forge peace. This presentation will highlight this personal and professional transition.   Based upon peace theory that underscores the role of identity in peacebuilding efforts and based upon Jewish religious text, I will describe the work that is currently underway to build isles of peace within society as part of the social work effort to promote broader peacebuilding efforts in the region.

Keywords: Human rights, religion, peacebuilding.

The importance of therapeutic dimension in Social Emergency Hotline

Ana Moreira - Instituto Segurança Social

Ana Renata Matos - Instituto Segurança Social

Alexandra Amaral - Instituto Segurança Social

Ana Santos - Instituto Segurança Social

Carla Sartelo - Instituto Segurança Social

Filomena Pinto - Instituto Segurança Social

Dulce Lamas - Instituto Segurança Social

Maria Gonçalves - Instituto Segurança Social

Teresa Guerreiro - Instituto Segurança Social

Sonia Lourenço - Instituto Segurança Social

Sancho Bexiga - Instituto Segurança Social

Joana Lamas - Instituto Segurança Social

Joana Alves - Instituto Segurança Social

Teresa Silva - Instituto Segurança Social

Tania Pinto - Instituto Segurança Social

Olga Fernandes - Instituto Segurança Social

Ofelia Cevadinha - Instituto Segurança Social

Isabel Ferreira - Instituto Segurança Social

Irene Capinha - Instituto Segurança Social

Monica Palma - Instituto Segurança Social

Patricia Silva - Instituto Segurança Social

Ana Sofia Almeida - Instituto Segurança Social

Abstract:

The Portuguese National Social Emergency Hotline intervention is one of the most structured responses to crisis intervention, especially at the level of social intervention. It is important to bring to reflection the therapeutic dimension of this intervention.

Social intervention in emergency must no assume that the client has his own personal resources and coping mechanisms to deal with the situation. Many times, we must work with our clients to led them to identify, mobilize, and/or improve their own competences. The client must be part of the solution. It is essential, to analyze communicate skills, the way we propose to respond to his request for help, as we also allow the person to be the sculptor of his decisions. That must be clear when we establish the relation, even on the phone, because, at that moment we can consolidate the beginning of an emergency process, and that intervention must include a therapeutic intentionality.

The aim of this critical reflection are the communication tools we use to establish the relation, and to highlight the importance of the purpose implicit in the language and intervention strategies in the crisis context. It is essential to reflect on the therapeutic dimension in the social

emergency response. Nothing is destroyed or built without establishing a relationship, accepting the individual as an unconditional value, as Carl Rogers says, making him feel safe, in which he can be what he is, establishing a non-judgmental relationship with him, favoring creativity, without dichotomies between good and bad.

Keywords: Social Emergency, Social Work, Therapeutic dimension.

ECSWE-60369
Social Emergency Hotline

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Abstract:

Over the last 20 years, the National Social Emergency Line has developed pioneering and innovative work in intervention catastrophes, crises, and social emergencies. It is a free telephone service, 24 hours a day and 365 days a year. It is available to all citizens exposed to real, present, or imminent danger to their physical or psychological integrity or in a situation of deprotection and vulnerability in need of social support because safety is not guaranteed.

The present work it's a critical reflection on 144 Hotline- it aims to analyze the potentialities of social intervention through this innovative response, which appears as an opportunity to transform the traditional forms of action of Social Work. With this purpose, we developed two main

lines of analysis. The first one refers to the potentialities of this public hotline service as a measure to fight poverty and social exclusion, focusing on the added value for the user. The second refers to the challenges surrounding network intervention, the difficulties of non-existence or shortage of adequate social response limits, and conditions for the operationalization of the work of the hotline. By this we meant to connect the work of 144 hotline to the Social Work commitment to the values of social justice and human rights. This study aims to discuss the role of the Nacional Social Emergency Line, as an innovative response but also to potential it has promoting the of the in articulation of professional intervention and social policies.

Keywords: Social Work, Social Emergency, Hotline, network intervention.

ECSWE-66487

Portuguese Observatory of Social Emergency

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Abstract:

The intervention of the National Social Emergency Hotline generates data that characterizes the phenomenon in the national territory. Through this work it is possible to get a reading of the speed and volatility of the phenomenon of social emergency. This response is essential to respond to phenomena such as: homeless people, domestic violence, human trafficking, migrants,

people in various situations of vulnerability resulting from health situations, loss of income and/or loss of housing, etc.

In 2021 the first National Observatory of Social Emergency is born. With the objective of placing social emergency on the social and political agenda, nationally and internationally; to promote more and better social responses; to mobilize decision-makers and civil society for the relevance of living spaces; to be a social emergency laboratory in conjunction with universities.

We intend with this intervention to consolidate the importance of intervention in social emergency, and its impact on the future of new generations of social actors.

Keywords: Social Work, Social Emergency; Observatory of Social Emergency.

ECSWE-PRP-56460
Education for Human Rights and Peace in Social Work: Service Learning as a methodology

ECSWE-15977

Service-Learning Projects (S-L): the contribution and perspective of partners

Catarina Raposo Vieira da Silva - Universidade Católica Portuguesa

Daniela Monteiro - Universidade Católica Portuguesa

Jorge Barbosa - Universidade Católica Portuguesa

Abstract:

This abstract focuses on the experiences and benefits identified by the partner organisations of different Service Learning (S-L) projects developed in the course units of Social Work degrees of the Catholic University of Portugal located in Braga and Lisbon.

The educational experiences were developed in ten social economy organisations, namely in the areas of ageing, education, social inclusion, disability, rural development, and social reintegration of prisoners. Furthermore, these experiences took place in different modalities: presential, online and hybrid.

In order to assess the organisations' perspective on the implementation and results of the S-L projects, the responsible teachers applied reflection questionnaires and oral feedback to the institutional heads of the partner organisations directly involved in the implementation of the S-L projects.

The data obtained show organisations' benefits in participating in this methodology. For example, according to the partner's feedback, the most important is the involvement and visibility given to the institution, users, and employees within the community and the recognition felt by the organisation in creating protocols that bring the university context closer to social economy organisations. They also highlight the importance of innovative applied practices that contribute to the development of social and civic skills of the monitored populations, with a concern for alignment with the Sustainable Development Goals.

Keywords: Service-Learning; Social Work;Pedagogical Innovation; Social Economy.

ECSWE-60819

Contributions of Service-Learning to the training of (future) social workers: students' perspectives

Antonela Jesus - FCH-UCP

Isabel Vieira - FCH-UCP

Abstract:

Service-Learning is referenced as an innovative methodology that promotes the involvement of students in social development projects (Diez, 2017).

The implementation of service-learning experiences has been developed in the context of the Bachelor Degree in Social Work of a Portuguese university, in the two Centres where this training takes place: Braga and Lisbon.

The introduction of this methodology occurred in various courses, with different configurations (e.g. subjects with a theoretical-practical character and subjects with a seminar configuration) and in different curricular years.

Based on this experience, we propose for the present communication to present the perspectives of the students involved from the exploration of aspects such as: i. proximity and apprehension of the contents taught in the courses; ii. pedagogical strategy(s) implemented for the development of the course; iii. Skills development and their potential for the future integration in the labour market; iv. pertinence and usefulness to/for Social Work.

Methodologically, we are guided by an inductive reasoning, based on a mixed methodology, namely through the application of questionnaires and focus groups for the students integrated in the LS project, as well as the content analysis of the final work of those students for each course.

The aim of this work is to bring to debate the implementation of (new) strategies in the experiential training in Social Work, reflecting on its potential for professional practice, in the belief that logics of co-construction between university and community will bring strong contributions to a more sustainable future.

Keywords: Service-Learning, Social Work Education; Pedagogical Innovation.

ECSWE-89621

Service Learning a key element in the training in Social Work to build more sustainable futures

Ana Maria Costa Oliveira - CRCW - Universidade Catolica Portuguesa

Abstract:

This communication focuses on the presentation of the Service Learning (SL) methodology as a key element in the training in SW, as it allows the connection between academic content and the community, enabling the development of professional skills and greater civic commitment.

A global analysis is carried out of the CAPS Project - Catholic University and Learning in Service Innovation and Social Responsibility, which is being developed at the Catholic University of Portugal, since January 2020, focusing mainly on the experiences carried out in training in SW in the Lisbon and Braga campuses. The aim is therefore to analyse the effects of these experiences from the perspective of different actors: students, teachers, and community partners.

Through a qualitative methodology, online questionnaires were applied to students before and after the experience and online questionnaires to teachers and community partners, making it possible to identify effects at different levels: on students in the learning dimension, but also in the professional, personal dimension and social allowing a greater awareness of themselves and the world around them; in teachers in the dimension of pedagogical innovation through social commitment; in community partners, in a greater connection with academia through active involvement in learning. Spaces for reflection assume a fundamental role in the connection between the training space and the community context.

In summary, it is possible to state that the participation experienced through SL allows a process of greater social awareness and greater civic commitment combined with a sense of mission that the university can give.

Keywords: Service-Learning, Social Responsability, Social Work Education; Pedagogical Innovation.

Innovative, Creative and Art-based Approaches in SWE

ECSWE-PRP-65477

Innovative theoretical and methodological approaches incorporating space in social work education

ECSWE-24533

Racially minoritised students' experiences on social work programmes in England: exploring the contemporaneous heterogeneity and relationality of space

Dharman Jeyasingham - University of Manchester

Abstract:

Racially minoritised people make up an increasing proportion of students on social work programmes in England (Skills for Care 2022). This situation is most commonly understood through a discourse of diversity, which dominates representations of difference in UK universities and in social work practice. This discourse tends to represent racially minoritised students in terms of static cultural and geographical differences, while framing their presence as evidence of the inclusivity of social work and the university.

This paper draws on Doreen Massey's (2005) work on the contemporaneous heterogeneity and relationality of space to examine how racial hierarchies operate in social work education through spatial relations, separations, juxtapositions and borders. It analyses data from a recent study of racially minoritised students' experiences on social work programmes, and lecturers' understandings of these experiences, in two universities in England (Morton, Jeyasingham, Fjeldheim and Vindegg, 2022). These data show students' interactions in classrooms and across university campuses, their experiences of negotiating urban spaces during their study, and the roles university and practice spaces play in the surveillance of minoritised students. These point to the radically different hierarchies and constructions of difference that students have to negotiate in different spaces, which contrast with the static representations of race and culture in social work lecturers' talk about minoritised students.

The paper explores how social work educators might conceptualise race in ways that take account of heterogeneity and relationality, and how they might open up opportunities for students to speak about and examine their experiences of racial hierarchies.

Keywords: Race, racism, space, racially minoritised students.

ECSWE-41589

The spatial dimension in the training of rural Social Workers: Reflections and ethical-political, theoretical-methodological and technical-operational recommendations for social intervention in territ

Marisa de Jesus Jacinto Candeias - IPCB - ESE

Abstract:

Rural Social Work, a concept that identifies a set of issues around the practice of Social Work in non-urban areas, highlights the importance of building contextually sensitive knowledge for professional practice.

Several authors (Candeias, 2021; Daley & Pierce, 2011; Halverson et al., 2009; Pugh & Cheers,

2010) concluded that these professionals receive little training for rural practice in their initial training programs, to understand the contexts and cultures in rural areas and the ethical issues that often arise for rural Social Workers.

Recommendations are presented for a study plan in Social Work that enhances the theoretical-methodological, technical-operative and ethical-political skills of the rural Social Worker. With regard to the theoretical-methodological dimension of Social Work, it is recommended to reinforce theories and perspectives that allow understanding rural Social Work and rural populations, the adoption of a multi-methodological-generalist approach and professional preparation for culturally competent practice. As for the technical-operative dimension, intervention guided by models with special attention to the rural context and the Generalist Integration Model is recommended. With regard to the ethical-political dimension, it is recommended to defend rural populations – minority, oppressed and disadvantaged groups – in terms of access to rights and opportunities, through political practice in the representation and defense of rural populations in decision-making structures and the discussion of ethical dilemmas in rural areas.

It is concluded that it is important to incorporate critical perspectives on the problems that affect rural areas and recognize the rural space as a central dimension of professional intervention.

Keywords: Serviço Social, Formação, Rural.

ECSWE-78564

Spatial constellation of concepts for social work education

Felipe Saravia - Universidad del Bío-Bío

Abstract:

This work develops a theoretical proposal that understands space as the central category of a spatial constellation of concepts, potentially valuable for social work. It considers four concepts: environment, place, territory, and landscape. We briefly described the utilization of each concept in the social work field. The results show contrasting patterns. The place concept is more utilized in the anglophone context, and the territory concept is more utilized in Latin America. Not much literature uses the landscape concept, despite its high explanatory and integrative potential. We conclude with some challenges that link the theoretical and political dimensions. The category of space is too general to be helpful in structuring specific social interventions. Still, it is a wide dimension that contributes to understanding the spatial dimension in all social work fields and diverse settings. On the contrary, specific concepts, like territory or environment, could be considered keywords for professional specialities. That depends on socio-occupational settings backgrounds for social work, which require some detailed knowledge related to areas like urban planning, rural development, community participation, and others, or disaster response, climate change adaption, etcetera. In that context, social work education needs to specify what contents and skills are part of a general curriculum and which could be considered part of postgraduate courses.

Keywords: territory, place, environment, landscape.

Critical and reflexive resources in social work training: photovoice and counter-cartography

Daniel Gutiérrez-Ujaque - University of Lleida

Abstract:

Universities have become places where students learn rote and are disconnected from society's current social and cultural norms. Critical Pedagogy (CP) provides a conceptual framework for generating such an approach. The purpose of this research is to incorporate two educational innovation resources that are connected to CP and are compatible with the student's way of life. They are the Photovoice technique and Counter-cartography. On the one hand, Photovoice is a qualitative research method based on documenting and reflecting on the less visible aspects of a community. It combines photography with social action through interdisciplinary perspectives that combine photography with social action. This creates interdisciplinary perspectives intended to raise awareness of overlooked or hidden aspects of the territory. On the other hand, Counter-Cartography emphasises the concept of making different excluded elements in urban spaces visible by using cartography from a perspective that opposes the dominant perspective. As a result of this technique, invisible spaces within society are highlighted. Spaces and situations fundamental to values such as equality, democracy, ethics, and justice are sought. This study investigates the implementation of critical and reflective techniques within the degree program in social education offered at the University of Lleida, Spain. Through these experiences, students rethought their training, reconnected curricular contents to their identities, and learned to rethink their training. It is demonstrated that both approaches improve students' training while connecting the curricular content to the learning environment. It is critical to implement new experiences and lines of research along with educational innovation.

Keywords: Higher Education; Social Work; Photovoice; Counter-cartography; creative methods.

Lessons from the Pandemic in SWE

Back to the Future: International Insights on Social Work Education During the COVID-19 Pandemic

Online Social Work Teaching: Reflections and Lessons Learned

Liat L Shklarski - Ramapo College of NJ
Orit Nuttman-Shwartz - Israel
Yael Shoval-Zuckerman - Israel

Abstract:

Academia managed to provide knowledge and practical solutions during the COVID-19 pandemic when, in a very short time, universities and social work schools had to adapt the educational process for exclusively online teaching and learning. Although higher education institutions provided training and support to faculty members to teach online, for some, the online course design process and implementation seemed vague and challenging. This chapter introduces the reader to the practical concept of models teaching social work practice during the pandemic. Based on a literature review, it describes the challenges experienced by faculty members and students while teaching and learning online. Based on several vignettes and authors reflections, we discuss relevant challenges and successes while designing and delivering a traditional face-to-face course in an online environment. In addition, particular attention is paid to the pedagogical tools used to encourage student–student, student–teacher, and student–supervisor interactions as well as to the challenges that still require exploration. Recommendations are provided for practical ways in which social work educators and supervisors can construct online lessons that promote meaningful student learning processes.

Keywords: Coronavirus pandemic (COVID-19), online teaching, student interaction and collaboration, social work teaching.

Social Work Education in a Virtual World: Finding a Human-Centered Balance

Antoinette Lombard - University of Pretoria, South Africa
Elmien Claassens - University of Pretoria, South Africa
Gerna Wessels - University of Pretoria, South Africa

Abstract:

In a highly unequal society, like South Africa, it has taken social work time to embrace technology. During the COVID-19 pandemic, it was inevitable that online technology would provide the platform for the teaching of social work theory and practice. While online teaching saved the academic year and contributed to many gains, it exposed some challenges relating to virtual platforms that did not have easy solutions. A new reality thus emerged—returning to pre-COVID-19 teaching was not an option but neither was continuing with the teaching status quo that had been established during COVID-19. While social work education's destiny remains clear on the important attributes for social work graduates to contribute to a just and inclusive society, the

pedagogy and pathways in getting there have required a deep rethinking, a weighing of options, and a reimagining of well-thought-out strategies to carve out a new path for social work education and field practice in order to meet the needs of social work students and the communities they serve. The aim of this presentation is to rethink the lessons learned during COVID-19 in terms of the gains and challenges compared with pre-COVID-19 approaches in proposing effective strategies that can be used going forward to improve social work education, practice, and assessment outcome procedures. These will include a new understanding of what connecting in a human–virtual world means and how to balance technology's advantages and limitations in switching to virtual alternatives that are relevant to students and service providers while ensuring humans remain central.

Keywords: Coronavirus pandemic (COVID-19), online teaching.

ECSWE-89262

Sharing Knowledge Advances the Discipline and Profession of Social Work: Open Educational Resources—A New Paradigm of Cooperation in Education

Regula Kunz - University of Applied Sciences and Arts Northwestern Switzerland, Switzerland
Melanie Germann - University of Applied Sciences and Arts Northwestern Switzerland, Switzerland
Beat Mürner - University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

Abstract:
Our guiding principle as a knowledge society is the desire to manage knowledge wisely. When we examine the educational landscape, it becomes clear that curricula are becoming more individualized and flexible in order to do justice to the heterogeneity and diversity of our students. Digitalization supports and enables this trend by means of new media. With the "flipped classroom" and new curricular developments, knowledge transfer is shifting to self-study, and in-person sessions are used for dialogue, training, and consolidation. Due to the tradition of internships in social work, cooperation with the field of practice is essential to maintain the quality of education. However, these organizations usually do not have access to students' educational materials. Legal questions arise when we consider making existing educational materials available in a timely manner to the entire study program, the field of practice, and even alumni. Open educational resources offer up a new perspective here. This presentation presents a case study on how an open educational resource platform is created and demonstrates that in the context of digitalization, university collaborations are key to successfully shaping digital transformation, expanding existing collaborative partnerships, and developing new partnerships.

Keywords: Open Educational Resources, Social Work Education.

European Social Work Practice Education During the Covid-19 Pandemic, and Beyond. A Study on Risks, Opportunities and Challenges for Social Work Education

ECSWE-38192

Temporary Adjustments or Long-lasting Innovations? The unconventional experiences of SW practice education and their current value

Femke Dewulf - University of Applied Science Ghent - HOGENT

Alžbeta Brozmanová Gregorová - Department of Social Work, Faculty of Education, Matej Bel University Slovakia - UMB]

Jorge Ferreira - Instituto Universitário de Lisboa / Cies - Iscte – Centro de investigação e estudos sociológicos. [ISCTE]

Abstract:

Social Work Practice Education (PE) (IASSW, IFSW 2020:13) in Europe was challenged by COVID-19 pandemic.

Both learning and teaching were affected in many different ways, as well as the life of their own crucial actors (educators, students etc.). In this paper we analyze different European experiences in social work PE in order to understand the continuities, multiple adaptations, experimentations and enduring innovations in and after the pandemic. The analyses are based on a background analysis, an international on-line survey and two webinars with Schools of Social Work and international experts.

The data show that, despite all differences, a distinct adjustment to restrictive measures has required a shift to virtual teaching methods and resulted in creative approaches. The COVID-19 pandemic has pushed to quickly embrace technology and learn new skills rapidly. This scenario has given educators an unprecedented opportunity to act as learners and innovators. Various changes in PE and the impact of online activities were perceived more positively than negatively. Consequently, most approaches used in PE during the pandemic are likely to be continued. However, these long lasting innovations still challenge all social work institutions to ensure good quality education, which is crucial for the development of effective future social work practitioners in the coming decades.

Since that social work is expected to increasingly face uncertainty in education, practice and ethical domains in the future (Afrouz, 2021), the innovations which have been developed in 2020-2021 can help joint solutions at the global level for local implementation (Marinoni, 2020).

Keywords: social work education, innovation, covid-19, quality.

ECSWE-39589

Social Work Practice Education During and Beyond the Pandemic – a European Survey

Florin Lazar - University of Bucharest, Romania

Riccardo Guidi - University of Pisa

Alžbeta Brozmanová Gregorová - Matej Bel University in Banská Bystrica

Neşe Şahin Taşğın - Maltepe University

Iria Noa de la Fuente Roldan - Complutense University of Madrid

Monika Punová - Masaryk University

Femke Dewulf - University of Applied Science Ghent

Jorge M. L. Ferreira - ISCTE

Abstract:

Due to the Covid-19 pandemic, education moved to an online format throughout Europe.

Since practice education (PE) is a key component of social work education, the aim of the research was to explore the continuities, evolutions, innovations, impacts and problems of the BA Social Work PE Programs in Europe, at national and international level, in the pandemic context. 150 schools of social work from 15 European countries responded to an online survey.

The activities carried out as a substitute of conventional field PE varied, but in most cases, they were continued throughout the academic year 2021-2022. When compared with the pre-pandemic period assignments and assessment of students were similar during the pandemic, while the possibilities to achieve the skills and the interaction between practice supervisors and students were dissimilar.

Overall, the changes adopted during the pandemic were perceived to have negatively influenced the quality of PE, students' academic performance and students' participation to the PE activities.

The least negative changes were perceived to refer to the access to virtual infrastructure for students, teachers' adaptation and use of online platforms by students, field supervisors and academic staff.

The most negative perceived impact was on student's wellbeing, skills and readiness for practice and on teachers' wellbeing. The least negatively perceived impact was on the interaction between students and field educators from faculty/school and on field practice educators.

Schools of Social Work need to incorporate into their BA programs the positive changes adopted during the Convid-19 pandemic and, at the same time, support students' wellbeing and skills' development as the pillars of effective education and future practices.

Keywords: social work education, pandemic, practice placement, innovation, Europe

ECSWE-49855

Changing or what else? Social Work Practice Education under the Pressure of the Covid-19 Pandemic, and Beyond

Riccardo Guidi - University of Pisa

Monika Punová - Masaryk University

Christian Spatscheck - Hochschule Bremen, City University of Applied Sciences

Abstract:

The Covid-19 pandemic has created multiple and long-lasting impacts on our societies. Intertwined with previous social divides and institutional weaknesses, it has increased inequality between social groups in Europe and beyond (Eurofound, 2023, Narayan et al. 2022). It has heavily affected the educational sector, recent analyses have shown evidence of an upcoming "educational crisis" (Blaskó et al. 2021).

Social work practice and education have clearly been affected by the virus transmission, restrictive measures and their socio-economic consequences. But they have also actively coped with the crisis by experimenting with their strategies and methods (Redondo-Sama et al. 2020, Banks et al. 2020). After the health emergency, some crucial questions remain open: Can we review the experimentations beyond the anecdotes? Which are the crucial characteristics of these initiatives? Do different clusters of new practices exist and which are their outcomes? Do they contribute to the development of educational curricula that promote student resilience? What remains from the experimentations and do they contribute to reshaping current social work?

As an introduction to the symposium, this paper recalls the crucial traits of social work during the Covid-19 pandemic. It shows why "practice education" (IASSW-IFSW 2020: 13) can be considered as an exemplary observation point to reflect the mentioned questions. It clarifies the possible benefits and difficulties of comparative approaches and creates a framework for the research activities on "practice education" in Europe in times of the pandemic that are presented in the following papers.

Keywords: Social Work, Practice education, Covid-19.

ECSWE-74803

Social Work Practice Education and its Responses to the Covid-19 Pandemic in Europe: A Qualitative Comparison of Twelve Countries

Roman Baláž - Masaryk University

Christian Spatscheck - Hochschule Bremen

Henglien Lisa Chen - University of Sussex

Abstract:

The study aims to explore the impact of the Covid-19 pandemic on social work practice/field education across 12 countries in Europe. Practice/field education in social work is essential for supporting the professional socialization of social work students (Barretti, 2004; Miller, 2013) into social work professionals (IASSW/IFSW, 2020). As such, forms of practice education largely depend on the institutionalization of the social work profession in particular countries. A variety of diverse political and societal responses to the outbreak of the Covid-19 pandemic have had relevant impacts on the conduct of the social work education around Europe, particularly on practice education in social work. Hence, we strived to understand how (i) practice education is established in diverse European countries, (ii) the Covid-19 outbreak has impacted practice education, and (iii) what lessons can be learned from diverse responses of practice education to the Covid-19 pandemic. We worked with social work academics from the 12 countries to co-produce expert reports from each country. Then, we applied methods of content analysis and the limit type methodology to further analyze the reports. Limit types enable the description of extreme points on the boundary of the constructed phenomenon. However, our analysis could

catch various trends between the extreme points of the identified phenomena. In our findings, we have described an array of the countryspecific (i) conditions and characteristics of practice education, (ii) effects of Covid-19 responses on practice education, and (iii) inspiring examples for innovation in practice education in social work.

Social Work, Political Diversity and Active Citizenship in SWE

It's the differences that matter - differentiated learning opportunities in law for BA Social Work students

Prof. Dr. Sabine Pfeffer - Hochschule Fulda

Daniela Weil - Hochschule Fulda

Abstract:

Communicating about legal relationships is an essential part of everyday work in social work. In the field of social work, sound legal knowledge is therefore essential for the successful (social) legal advice of the addressees. Social workers must therefore be able not only to understand complex legal issues, but also to advise the addressees accordingly. Currently, the seminar-like teaching style are primarily designed for legal understanding and case-solving techniques. However, the (interdisciplinary) communication skills and the translation of the addressee-related needs by social workers are not yet optimally promoted. In addition, the diversity of the addressees and their circumstances are usually not taken into account.

This is where the project „Law - from the file to the film" comes into play. The didactic objective is to embed legal, socio-pedagogical and socio-scientific practice and culture in real cases. For this purpose, case files are combined with video sequences in order to simulate and experience typical situations from everyday social work in legal contexts. Students are placed in the situation (as the social worker OR the addressee), learn to analyze the actions of the protagonists in an exemplary manner and can also start working on the case themselves. It has also been shown that students transfer knowledge from other disciplines (e.g. sociological approaches to social structure/habitus/milieu), too. In some components of the project, gender-related constructions of normality are also critically questioned (e.g. intercultural reflection on family images).

Keywords: Differentiated learning opportunities in law for BA Social Work students.

The international social work student experience: Cultural exchange or hedonistic holiday?

Nicole Edwards - University of Southern Queensland

Julie King - Queensland University of Technology

Abstract:

Social work students are often highly motivated to travel "overseas" for an international experience. Universities support such initiatives given social work is active in the global community and some of the challenging social justice obligations facing the world benefit from a transnational lens. A qualitative study of social work students in Germany and Australia aimed to explore (a) motivations for international experiences, including what they hoped to achieve; and (b) for those students who had completed an international experience, what was achieved. In-depth interviews, focus groups and six-step thematic analysis (Braun and Clarke, 2006) of findings were

undertaken. Of note, the research sought "genuine" and authentic insights and experiences rather than politically correct responses. Participants were encouraged to understand the research as a collaborative and co-development opportunity; critical reflexivity was used in order to capture their insights inclusive of diversity, the cultural context, and different pedagogical approaches to social work courses that have internationalisation embedded. The outcomes can make a meaningful contribution to teaching and course development to ensure use of a transnational social work lens that works towards inclusive global citizenship. This presentation delivers preliminary findings; including comparative analysis of emergent themes between the two nations.

Keywords: transnational social work, student engagement, internationalisation.

ECSWE-25047

Monitoring, Coaching and anti-racist Engagement in regular Bachelor Programs of Social Work

Martina Ritter - Fulda University of Applied Sciences

Abstract:
The project "MoBes" is based on the initial hypothesis that the heterogeneity of students is increasing. Different contexts of origin, different learning biographies and educational prerequisites come together and represent an enrichment for teaching, study processes and individual personal development. But new challenges also arise for the communication. In particular, forms of teaching based on the free formation of working groups, self-organized learning processes and joint project work require knowledge of informal rules and well-developed communicative skills. This can lead to experiences of discrimination for students who are excluded from these processes or cannot find access to them. Social work students deal with exclusion processes, racism and discrimination both theoretically and practically during their studies. It is interesting to note that this knowledge and competence is mainly related to professional work and addressees. In their own demanding everyday life with exams, fear of failure or thigh ambitions, the competences are not transferred to their own situation. The project starts here and aims to create a climate of discussion in which students' interests, conflicts, experiences of exclusion, but also successful inclusions in joint work can be discussed and worked on. To this end, the project uses large group methods such as open space workshops or world cafés to call students together in various stages to practice this democratic discussion in their own everyday study life and transfer it to work processes with clients empowering democratic communication structures.

Keywords: Anti-racist Monitoring, interculturality, democratisation practise.

ECSWE-34905

Democratized learning paths for working Social Work master's students

Monika Alisch - Fulda University of Applied Sciences

Abstract:
With part-time blended-learning study programs, there has been an opportunity in Germany for almost 20 years to study social work at both BA and MA level and to bring the diversity of professional experience into the course. In this way, new target groups of prospective students

could be reached in terms of diversity and democratization of access to all qualification levels. Experience shows that it is necessary, especially at Master's level, to depict the various life situations and areas of activity in social work in a study concept based on individuality. In the Master's program "Social Work and Community Work", individual learning agreements based on the skills of the students are characteristic.

Such agreements align the acquisition of competencies with the interests and needs of the students. Flexibility is important on three levels: temporal (is created through the combination of synchronous and asynchronous formats), local (is realized through freedom of choice between presence and distance and individual) and individual (is achieved through the personal competence development of the students).

In the ECuA project, personalized, digitally supported learning paths are being developed that offer orientation and development opportunities during the whole course of studies. The individuality of learning goals, work experience and life situations should also be supported by a digital "online study room". This tool offers a personalized virtual place that enables self-assurance about strategies for success, expectations of the course and learning success throughout the course. This supports sustainable study success with various starting and study conditions.

Keywords: Master personalization flexibility democratization.

ECSWE-PRP-42506

International Perspectives on Teaching Social Workers' Policy Engagement – Empirical Insights and Best-Practice Case Studies (Session 1)

ECSWE-48479

"... because it simply does not interest me [weil es mich einfach nicht interessiert]."- Gender aspects in political participation of social work students

Dieter Kulke - University of Applied Sciences Würzburg-Schweinfurt

Abstract:

Promoting social change is considered as essential for social work (IASSW/IFSW 2014). Various routes of social workers' policy practice to pursue this goal can be differentiated (Weiss-Gal 2017). On the civic route every social worker can affect policy as a citizen. This is the only route for students of social work. Students are of interest, because they are the future social workers and present-day students belong to a generation, that is educated in social work as defined in 2014.

There is a growing body of knowledge of the political participation of social work students as well as of social workers (Gal/Weiss-Gal 2023). The frame for analysis is often the Civic Voluntarism Model claiming that political participation depends mainly on cognitive, motivational and social resources. Social work can be seen as a female-dominated profession. In fact, there is broad evidence for relevant gender differences in political interest (see the quotation in the title by a female student) and participation (Grasso & Smith 2021). In particular, there appear to be differences in the extent and specific forms of political activity.

Data of a quantitative research among more than 3.000 students of social work at more than 30 universities in Germany are analyzed. The survey took place between July 2017 and April 2018. Results show, that female students have a lower level of political interest, different patterns in political participation and its determinants. This raises the question of how these findings can be incorporated into the study and teaching of policy practice.

Keywords: Policy practice, political attitudes, social work students.

ECSWE-63531

Teaching policy practice in an international social work course: the joint experience of Ghent and Milan

Mara Sanfelici - University of Milan Bicocca
Femke Dewulf - University College Gent

Abstract:

One of the factors influencing the social workers' feeling of powerlessness is the problematic relationship between practice and policy (Ife, 1997). This issue has been reinforced in the contemporary environment, due to the impact of globalisation on economic and social lives, as well as welfare policies. Global social issues and the ways in which international organizations and national governments are addressing them affect national and local policies, influencing how social work can be performed. The risk is that professionals frame these issues as "too big to tackle", with the consequence of neglecting their impact in the everyday life of people.

The joint effort of the University of Applied Sciences Ghent and the University of Milan Bicocca

has been to incorporate in their International Social Work courses not only teaching about social work knowledge and values, but to provide students with the opportunity to develop policy practice skills in relation to a specific issue (e.g. homelessness in their own town), related to a global social problem (e.g. poverty). To reach this goal, an assignment on policy advocacy is jointly designed, involving the students in an experiential learning activity in which they can practice specific policy skills and begin to link policy into practice. Joint meetings between the Belgian and Italian students allow to share ideas, compare results and learning to think in an international perspective.

Keywords: policy practice; social work education; international social work; global social issues.

ECSWE-87737

When they Can, Want, and are Asked to: A Quantitative Comparison of Social Work Students' Voluntary Political Participation in Austria, Germany, and Switzerland

Tobias Kindler - Eastern Switzerland University of Applied Sciences (OST)

Dieter Kulke - University of Applied Sciences Würzburg-Schweinfurt

Abstract:

A political mandate of social work and different methods and strategies to implement such a mission have been discussed on a theoretical level in the German-speaking professional discourse for a long time (e.g., Benz & Rieger, 2015). However, there are hardly any empirical studies on its concrete implementation through the civic route (Gal & Weiss-Gal, 2023) of voluntary political participation. Social work students play a special role in this context because, first, they are the future professionals and, second, their attitudes toward a political mission and their actual participation provide information about the relevance and impact of social work education. This paper takes this as an opportunity to present the results of three recent quantitative studies on the voluntary political participation of social work students in Austria, Germany, and Switzerland. The study examines political attitudes, the extent of voluntary political participation, factors influencing political participation, and differences and similarities between the three countries. According to the political systems that promote participation, the results show that participation is strongest in Switzerland. Furthermore, in all three countries, a strong endorsement of the professional political mission, a strong political left-wing orientation as well as an above-average political participation compared to the population as a whole are evident. The results predicting social work students' political participation confirm the Civic Voluntarism Model (Schlozman et al., 2018). Especially political interest, internal political efficacy, left-right orientation and memberships in social work and political organizations have been shown to influence political participation significantly.

Keywords: social work, students, voluntary political participation, policy practice.

ECSWE-30286

Institutionalisation of certain children and mothers in Ireland: Reflections on the 'troubled history' of child welfare social work.

Caroline McGregor - University Of Galway

Abstract:

Availing of a history of the present approach, this paper reflects on the 'troubled' history of social work regarding institutionalisation of children and mothers within the Irish context. It critiques assumptions made about how social work developed mostly 'alongside', as a 'minority discourse; or as an 'alternative route' to institutionalisation. It illustrates how, through interactions with institutional practices, social workers and the social work profession was both contributing to dominant discourses negative stereotyping and discrimination while also influencing change and transformation in the system. It avails of the 2021 Final Report of the Commission of Investigation into Mother and Baby Homes (FRCIMBH) and related publications and research for illustration. The discussion outlines actions needed for a more upfront and critical engagement by social work with the dichotomy of being a force for change and a reinforcer of dominant trends and norms within the practices of institutionalisation and de-institutionalisation relating to child welfare and protection system. Specifically, it makes some recommendations for actions that include:

Exploration of value and limitations of apologies in hindsight

Consideration of how we pay attention to the needs and interests of those directly impacted by the past

Critical analysis of how to face up to and critically interrogate 'received histories'

Making the case that learning history in social work education must be central not peripheral

Critical reflection on power and power relations

Re-consideration of the purpose of social work as a practice of mediating in the social to challenge objectification and promote subjectification of those directly affected by the institutional practices of the last.

Keywords: institutionalisation, Ireland, troubled history, history of the present.

ECSWE-35495

Institutionalisation and oppression within the mental health system in England: Social work complicity and resistance

Rich Moth - Royal Holloway University of London

Abstract:

The paper begins by locating institutional oppression in the English mental health system within its wider socio-political and historical context. It does so by introducing the Gramscian notion of the 'integral state' to examine the dialectical interaction between the coercive, disciplinary and distributive functions of the capitalist state, and how the counterbalancing of these elements, in particular force and consent, shapes and reshapes welfare regimes over time. It goes on to apply this theoretical lens to an historical overview of forms of mental health provision in England

from the Victorian asylum to contemporary neoliberal services. The paper then explores the social work profession's engagement with these oppressive institutional systems and psychiatric practices which has ranged from complicity to resistance. This Gramscian mode of analysis is utilised to examine some of the tensions and contradictions underpinning these divergent responses.

Keywords: Mental health system; social work; complicity; resistance.

ECSWE-85570

Social Work Histories of Complicity and Resistance

Vasilios Ioakimidis - University of West Attica/ University of Essex

Abstract:

Social work is often presented as a benevolent and politically neutral profession, avoiding discussion about its sometimes troubling political histories.

This presentation engages social work's legacy and history of both political resistance and complicity with oppressive and punitive practices. Using a comparative approach with international case studies, the presentation uncovers the role of social workers in politically tense episodes of recent history.

As the de-colonisation of curricula and Black Lives Matter movement gain momentum, the presentation aims at navigating social work's collective political past while considering its future.

Keywords: Social work, history, political, resistance.

International Perspectives on Teaching Social Workers' Policy Engagement – Empirical Insights and Best-Practice Case Studies (Session 2)

ECSWE-12917

Social Workers' Intention to Hold Elected Political Office: Implications for Social Work Education

Tobias Kindler - Eastern Switzerland University of Applied Sciences (OST), School of Social Work

Abstract:

Social work is closely intertwined with formal and informal policy processes, and social workers are, in line with the global definition of social work as well as national codes of ethics, urged to act as policy actors on diverse levels. One possible way to do so is to hold elected political office. This quantitative cross-sectional study explores the intention of 92 Swiss social workers to hold elected political office and uses the Theory of Planned Behavior (TPB) to identify factors that influence their intention. The findings show that social workers rate their intention to hold elected political office as moderate. Their intention is strongly influenced by the TPB's core factors – attitudes, subjective norm, and perceived behavioral control – as well as by age and caregiving obligations. Based on the study's findings this paper suggests possible strategies to further strengthen the policy role of social workers by specifically addressing social work education.

Keywords: Social work, policy engagement, policy practice, holding elected political office.

ECSWE-46987

Policy Practice and Social Work Education in Italy. Initial Findings of a National Research

Riccardo Guidi - University of Pisa
Marta Pantalone - University of Verona
Giovanni Cellini - University of Turin

Abstract:

Coherently with the history of social work and the international statements, policy practice represents a crucial sphere of action for social workers worldwide. Nevertheless, only a minority of social workers seem to be actually active in affecting policies. According to the literature, one of the main obstacles to the policy practice is about social workers' skills and training: the actions aimed at affecting policies requires attitudes and competencies that are not always included in the social work academic curriculum. Understanding if social workers feel trained enough for policy practice and improving social work programs when they are not effective are pivotal steps to increase the level of involvement in policy practice.

This contribution focuses on social workers' policy practice in Italy on the basis of the ongoing results of a national research project conducted by the University of Pisa and the National Foundation of Social Workers. The aim is to understand

1. if Italian social workers consider their skills strong enough for affecting policies,

2. if current social work education is mainly to be intended as a driver or an obstacle for policy practice in Italy,

3. how much relevant social workers' (perceived) skills are for different types of policy practice in

Italy.

To reach these objectives, we first recall the state of art about policy practice and social work education, then we introduce the Italian context. Finally, we present the results of an exploratory investigation (30 interviews) and an online survey involving the whole population of Italian Assistenti Sociali.

Keywords: Policy practice, Social Work Education, Italy.

ECSWE-84610

How to engage in policy engagement? Five teaching strategies for policy practice classes

Noga Pitowsky-Nave - Sapir Academic College

Abstract:

The social work profession is facing a growing demand to engage in policy practices, designed to promote social justice and reduce inequalities. Yet, research shows that both students and practitioners demonstrate low levels of policy engagement and tendency to focus on individual case work. To bridge this gap, some social work schools implement policy practice classes in their curriculum. This teaching note will present five strategies for the pedagogy of policy practice in social work:

1. What's your story? Help the students identify a social problem they came across in their own personal experience and conceptualize it from a social policy perspective.
2. The here and now- Identify during the class events related to social policy and bring them to awareness and discussion.
3. Think outside the box- Use active learning strategies and creative teaching methods, such as debates, surveys, guest lectures, class assignments and field trips.
4. From theory to practice- Include practical teaching of policy engagement strategies, for example teach how to address a policy maker or how to form a coalition.
5. Be engaged yourself- Share your own experiences of policy engagement with the class, while reflecting on both the benefits and costs of such involvement.

Further research is required to evaluate the success of policy practice classes in promoting policy engagement among social work students and practitioners. In addition, adjustment of the fieldwork training is required, to include an opportunity for applying the policy practices taught in the classroom in the professional field.

Keywords: policy practice, social policy.

ECSWE-88548

Promotion of Young Researchers: "Social Work and Political Action"

Larina Kleinitz - University of Applied Sciences Cologne

Abstract:

Social work constitutes an integral part of the welfare state, and social policy has important structural effects on the lives of social work clients. Social work, at different political levels, is considered a "political actor" with an ethical duty as well as the potential to actively engage in the making of social policy.

A collaborative project between the Cologne University of Applied Sciences and the University of Duisburg-Essen (both Germany) focuses on social work advocacy in Germany. At its core lie

important questions:

-How and under which conditions do social work actors (successfully) engage in policy formulation processes?

-To what extent and how are the interests of socially disadvantaged people represented by social workers in welfare-state policy processes?

Within the project framework, a doctoral program entitled "Social Work and Political Action" will be designed, organized, and implemented. The doctoral program is geared toward doctoral students (with a master's degree in Social Work or other social science disciplines) researching on "Political Action in Social Work". The doctoral program's core consists of joint doctoral colloquiums, in-depth events on methods and specific aspects of policy practice, as well as events on interdisciplinary qualifications.

Furthermore, the aim of the program is to transfer the research topic into the teaching of social work courses, thereby increasing the number of BA and MA theses as well as doctoral projects on the topic. In order to initiate teaching on policy practice, open educational ressources are created and spread within the community.

Keywords: Social work, welfare state, social policy, Individual Papers.

ORAL COMMUNICATIONS

Diversity, Intersecting Inequalities and Pedagogy of Hope in SWE

ECSWE-12276

An Arab Lecturer, Jewish Students, and Social Work in a Conflict Area

Nuzha Allassad Alhuzail - Sapir Academic College

Abstract:

An Arab Lecturer, Jewish Students, and Social Work
in a Conflict Area
Being an Arab lecturer in a Jewish academic institution under fire has challenged me as a professional, a researcher, and a lecturer. Social workers often function in the context of conflicts, but the practice focuses on normative social problems such as domestic violence, poverty, and crime rather than the effects of the conflict on social workers and their clients. In my academic institution, which for years has been in a conflict area and under fire, students are not equipped with relevant knowledge and skills. In my presentation, I will analyze my personal experience documented during three of Israel's wars with the Gaza Strip. I will share the themes: Social Justice, Expanding the Boundaries of Social Work Teaching/Education, Human Encounter Under Fire and the Untold Story, Personal Knowledge, and Traditional Knowledge as Resources in Teaching Social Work
Keywords: Boundaries, Jewish academic institution, personal knowledge, social work in conflict areas

Keywords: Boundaries, Jewish academic institution, personal knowledge, social work in conflict areas.

ECSWE-12618

Educating on LGBT diversity in Albania: an assessment of the general upper-secondary education curricula

Elona Dhëmbo - University of Tirana

Abstract:

Goal 4 in the 2030 Agenda for Sustainable Development is to ensure inclusive and equitable quality education, eliminate all disparities, and promote peace, non-violence, and respect for human rights (targets 4.5&4.7). Albania is committed to these, including the protection and inclusion of LGBTI persons. This paper assesses the extent to which LGBT diversity is included and taught through the curricula of the upper-secondary education system in Albania. To this aim, we review 3 main subjects expected to explicitly target issues of diversity – Citizenship 10, Psychology 12, and Sociology 12. In our analysis, we address questions on what is the content? and what is being taught?, and provide contextual evidence if ecosystemic sensitivity to diversity is ensured. We do this by looking at how the national framework program was designed and then translated into the content of the textbooks (5 in total) in use for the academic year 2020-2021. We find insufficient content to claim that LGBT issues are included as foreseen in the framework program. In "Citizenship 10", both textbooks pay almost no dedicated attention to LGBT issues. Textbooks of "Psychology 12" and "Sociology 12" feature a step ahead; nevertheless, the cases of explicit addressing of LGBT issues are sporadic and a holistic approach to addressing diversity concerning sexual orientation is missing. In all 5 textbooks, there is room not just to be more

explicit in addressing issues of diversity at large and those of LGBT in particular, but also for having them mainstreamed and supported by an ecosystemic approach.

Keywords: education, diversity, LGBT, Albania.

ECSWE-13055

Communication and Mediation in Social Work

Mirela Anghel - University of Bucharest, Faculty of Sociology and Social Work

Claudia Constantinescu - University of Bucharest, Faculty of Sociology and Social Work

Abstract:

At the core of daily human interaction, whether we are aware of it or not, lies our efficiency and talent in using communication and mediation techniques. Our presentation focuses on the skills that make-or-break human interaction when it comes to the influence wielded by social workers during their interaction with beneficiaries. The evolution of social work as a professional activity with a serious scientific grounding must coexist with the social and interactional elements of the domain. Education of social workers cannot be reduced merely to the application of measures, policies, procedures, or legalities. Most social work is based on the ability to communicate and empathise. In Romania, the social mediator, the sanitary mediator, the school mediator, and counsellor mediator are professions regulated by the law. Most of these mediators are our students to whom we teach communication and mediation. We present here the most pertinent social skills that enhance a social worker's professional expertise. Skills like mastering non-verbal communication, metacommunication, impeccable language, and the expression of empathy to the beneficiary are key ingredients that are difficult to quantify when it comes to the social work profession. We provide an approach to the matter, focusing on qualitative research – semi-structured interview, to capture the details of the communication skills applied in mediation. Furthermore, we choose to observe on our online weekly courses and seminars, based on default grid the behaviours and non-verbal reactions dealing with communication and mediation in social work.

Keywords: mediation, communication, social work, skills, qualitative research.

ECSWE-14014

Social networks: new control and harassment areas towards woman

Ana Vallejo Andrada - Huelva University

Evaristo Barrera Algarín - Pablo de Olavide University

Rocío Muñoz Moreno - Huelva University

Alicia Roiz Vázquez - Pablo de Olavide University

Abstract:

Social networks and instant messaging applications have become a new scenario of harassment and control, which significantly affects the young population. To study this phenomenon, a group of 600 people (67.6% women and 32.4% men) were surveyed, using a twelve-item questionnaire, measuring demographic variables and social networks; Checking social networks; Perception of use of social networks; Perception of harassment/abuse in social networks. Among the main results we could highlight the high rate of behaviors related to levels of control that

specifically affect the female population. As conclusions, it is indicated that, as in previous studies, our sample presents a high rate of partner control and its normalization through social networks, as well as high levels of control and harassment from the environment.

Keywords: New Technologies, Gender Violence, Cyberbullying, Social Work.

ECSWE-14417

White, Brown, Mad, Fat, Male and Female academics: A duoethnography challenging our experiences of deficit identities

Jas Sangha - Anglia Ruskin University

Joanna Fox - Anglia Ruskin University

Abstract:

Purpose: We are two social work academics from a UK Higher Education Institute (HEI). Social work practice requires the recognition of diversity to challenge intersecting inequalities (BASW, 2018; SWE, 2021). We explored experiences of deficit imposed on us by a society based on gender (Tedam, 2020), colour (McClean and Reid, 2021), and mental health status (Fox and Gasper, 2020). We consider how these characteristics influence our positionality in academic spaces and impact on us as social work educators.

Design: Using duoethnography (Denzin, 2017), a collaborative research methodology, we recorded reflections on our experiences for five months and undertook weekly discussions. This process enabled us to engage in dialogic narrative (Ellis, 2004) through collaborative writing using both structured and unstructured reflections. We analysed content using thematic data analysis (Braun and Clarke, 2022).

Findings: Four themes were generated. Our oppression became visible as we reflected on our common experiences of deficit. Our understanding of other's oppression as well as our own became clearer as the unconscious experiences became conscious (Curtis et al, 1973). We began to locate our experiences of being both privileged and oppressed in the wider social context of HEIs (Thompson, 2016). Finally, we recognised how our 'deficit' identities could transform into our strengths (Fukui et al, 2012) reflecting a pedagogy of hope.

Conclusions: This personal journey of two academics reflecting on how they are paradoxically both privileged and yet oppressed enables us to become politically aware as active citizens who challenge the structural inequalities found in social work education.

Keywords: Intersecting Inequalities; Academics; Duoethnography.

ECSWE-14789

Who are they and why do we not see or hear them? - We're not all there yet! An investigation into women with addictive behaviors and addictions and the role of the community.

Ana Sofia Trindade Freitas - Escola superior de Educação Paula frassinetti

Abstract:

We live in a patriarchal society, where all services from health, social, education, justice are designed primarily by men and for men. Male behavior as a reference. This reality can be seen all over Europe, and it is in fact consensual from a scientific point of view, alongside the vast intervention of various social and feminist movements.

Integrating a gender perspective in studies and interventions in the area of drugs is fundamen-

tal not only to promote individual and public health, but also to guarantee equity in access to health and/or social services and also responses adapted to the diversity of people who consume drugs. Envisioning and promoting a gender approach in Addictive behaviors is not just about identifying the differences between men and women, but also building a framework that allows the analysis/interpretation of these differences, emphasizing the relevance of the intersectionality of discrimination. Most of the information available from health services is tailored to the needs of men with Addditive behaviors. In addition to services not being prepared for the specificities of women, they also are subject to a greater stigma.

Drug use is seen as a behavior that compromises all of the woman's other functions (example being mothers, caregivers) but without taking into account her autonomy and self-determination. It is relevant to intersect gender studies with drug studies.

As researcher Cristiana Vale Pires tells us - We have to move from masculinized services to gender-sensitive services. This investigation intends to amplify the voices of women with Addictive Behaviors.

Keywords: Additive behaviors; gender and drugs.

ECSWE-16310

Overseas Qualified Social Workers: Continuing Professional Development for Recruitment and Retention

Lisa Urquhart - British Association of Social Work

Jane Shears - British Association of Social Work

Sui Ting Kong - University of Durham

Abstract:

This paper presents the development of a bespoke programme of continuing professional development (CPD), created for social workers who have trained overseas and coming to work in the United Kingdom. It is a collaborative project with partners from academic, employment, training, and professional membership organisations and the UK Social Work Practitioner Research Network, working to co-produce the programme initially with social work colleagues who qualified in Hong Kong.

The digital Overseas Qualified Social Work (OQSW) Professional Workbook includes:

•The regulatory frameworks in the UK for social workers. This provides information required by the four social work regulators for the registration of social workers.

•Ethics, values and anti-discriminatory practice – underpinned by BASW's Code of Ethics.

•Professional Practice and Legal Literacy - in either a children and families pathway or adults and mental health pathway. Depending on preferred area of practice, social workers can access modules with self-directed components; simulated practice settings, enquiry-based learning and facilitated learning sets adopting an InterVision methodology.

•Peer supported first year in employment (PSYE). Creating a programme to support people in their first year of employment aims to improve retention.

Using qualitative and quantitative methodologies to research the impact of the CPD programme, the analysis of data will form the discussion on implications for practice and further research on educational and professional support in recruitment and retention as it applies to the wider social work workforce.

ECSWE-19318

An Anti-Carceral Pedagogy of Hope: Critical Engagement with Carceral Logics in Social Work Education

Jessica Hutchison - Wilfrid Laurier University

Abstract:

Responding to the call by Jacobs et al (2020) for social work education to embrace anticarceral pedagogies, this paper will explore theoretical and practical strategies for teaching in ways that do not replicate carceral logics. Pedagogies of hope (hooks, 2003) and freedom (hooks, 1994) are inherent in anticarceral education. As Black feminist Mariame Kaba (2020) states, "Hope is a discipline." Social work in North America has a troubled (contemporary) history of maintaining white supremacy, colonialism, anti-Black racism, and racial capitalism in part through its direct partnership with the punishment system, as well as by engaging in practices such as surveillance, coercion, and punishment. Although often well intentioned, these carceral practices further entrench inequities based on gender, race, class, ability, and sexual orientation. One site to disrupt these logics is the social work classroom. In this paper I will share ways I have engaged in anticarceral pedagogies while teaching a masters level social work research course in Canada. I will provide concrete examples of how I have reduced structural barriers to engagement such as through eliminating hard deadlines and the punitive measure of late penalties. I will share how individual and collective accountability is created and fostered in the classroom setting. I will also discuss ways I infuse anticarceral content into every course such as through the critical engagement with knowledges from past and present abolitionist and transformative justice movement leaders. It will end with a call for social work educators to include anticarceral pedagogy and content in all their courses. (250 words)

ECSWE-20961

Integration of young immigrants into non-formal education: practices and perceptions of urban youth workers

Piret Talur - Aalborg Universitet

Abstract:

Youth work operates at the intersection of social work and education, integrating the opportunities and challenges of the two fields. Non-formal education, as one of the more goal-oriented directions of youth work (compared to process-oriented ones), is one of the fields of activity, the understanding of the potential of which and the basic knowledge of acting in it should increasingly be a part of social work education.

Non-formal education has been presented many times as an efficient tool for integration of people from different backgrounds. Relying on this reputation, high expectations are set for youth workers in today's world in the field of integration.

In Estonia, this topic has come into special focus due to unprecedented situation - ~115 000 Ukrainian war refugees have arrived in Estonia from February to November, 2022. Since many refugees are teenagers who are the target group for youth centres there is an urgent need to

develop, implement and analyse the integration practices in non-formal education.

One small part of this developing pool of knowledge is my master thesis "Determinants of integration of young immigrants into non-formal education: perceptions of urban youth centre workers in Estonia, France and Brazil" (Erasmus Mundus Master's in Advanced Development in Social Work (ADVANCES), Aalborg Universitet, 2023). In my presentation I share the outcomes from the focus group interviews with youth workers, establish hypotheses for further research and make suggestions for the further development of interventions aimed at integration of young immigrants.

Keywords: Youth work, non-formal education, immigrants, refugees.

ECSWE-24216

Eco-social Innovations and Social Solidarity Economy in Vulnerable Local Communities: Exploring the Social Solidarity Economy of People of African Descent in Europe

Michael Emru Tadesse - Free University of Bozen-Bolzano

Abstract:

Social Solidarity Economy (SSE) contributes to sustainability transition since it emphasizes social, economic, and environmental objectives (Elsen, 2018). This contribution is especially important when it comes to the social inclusion of vulnerable communities like People of African Descent (PAD). The SSE plays a crucial role in the lives of PAD. The SSE is where PAD find refuge and meet their economic and social needs. It is also where they actively contribute to the economy and society (Hossein, 2017). However, the endeavors and contributions of PAD in the SSE have not been recognized and well documented (Hossein, 2018), especially in the context of Europe. Furthermore, the potential of the SSE of PAD as a strategy in social work to foster social inclusion of PAD has not been explored.

The purpose of this research project is to identify and examine various organizations of the SSE of PAD in Europe in relation to the concepts of social inclusion, eco-social innovation, and sustainability transition. The first part of this project is based on a systematic scoping review of studies regarding the SSE organizations of PAD in Europe. The review aims to examine the overall state of research in this domain and systematically map the evidence. Accordingly, it screened 11,059 articles and analyzed data from 109 of them. Results of the review identified the types, characteristics, functions, contributions, and challenges of such organizations. For ECSWE 2023, the author intends to present the results of the review with a discussion on implications for social work education.

Keywords: Europe, people of African descent, social solidarity economy, social work.

ECSWE-25163

Children and Youth at the Intersection of Migration and Disability in Germany

Friedegard Föltz - Theologische Hochschule Friedensau

Abstract:

Flight, migration, asylum seeking and disability or medical fragility as an intersectional life situation for children and youth is not a rare situation. As per international and national principles, they belong to the group of so-called vulnerable persons which are granted support and protection. They are disadvantaged in more than one way - as a migrant, as a child, and as a person

living with a disability. So far, their need of support and their rights are often not regarded in Germany due to the complexity of shifts in responsibility of authorities, inter-institutional transitions of persons in the assistance system and corresponding coordination and procedural problems. In Germany, information and care is often not sufficiently available, with corresponding serious long-term consequences, particularly for children.

This investigation aims to increase knowledge in the field of child and youth welfare, to provide insights towards a better practice, and to clarify implications for policies. It is a theoretical contribution in researching what topics regarding this focus group have been documented and dealt with in literature and through studies. In addition, six semi-structured interviews with families and professionals were conducted to verify findings from literature on a micro level. In analyzing the situation of the German reception system, findings concentrate on the essential issues of identification of protection needs, medical support and safe accommodation. Furthermore, concentrating on policies for these marginalized and often stigmatized population is important not only before a political background of rising right wing and nationalist voices throughout societies.

Keywords: migration, disability, medical fragility, child and youth welfare.

ECSWE-25490

Gender diversity: affirming and culturally competent practices with trans people

Vânia Cláudia da Graça Cavacas Pires - Universidade Lusófona de Humanidades e Tecnologias
Hélia Augusta de Magalhães Correia Bracons Carneiro - Universidade Lusófona de Humanidades e Tecnologias

Abstract:
The fundamental and inalienable principle in recognizing trans and gender diverse people's needs, underlines the urgency for Social Work professionals exercise their practice in compliance with the ethical principles of this science and profession, whether in defending human dignity, as in promoting the right of self-determination, Human Rights, and social justice.

The cisnormative framework has been, systematically, perpetuating gender binarism and cisgenderism, disempowering trans and gender diverse people who, at times, are deprived of their inherent rights and, also victims of prejudice, that may lead to negative outcomes to their mental health.

This workshop is addressed to Social Work professionals, educators, students, and researchers, who intend to acquire culturally affirming and inclusive competencies with trans and gender diverse people, encouraging critical and reflexive analysis of cisnormative systems and, the structural forces which affect the marginalized populations.

The pedagogical methods will be both demonstrative and active, each representing a crucial part in the workshop's development, by promoting group dynamics through the attendees' own participation, as an essential and fundamental component of this session.

To advocate for Social Work's fundamental values and principles is to acknowledge the importance on promoting social change and development, strengthening public policies and in empowering people to become active citizens and agents for their own well-being.

Keywords: trans; cultural competency; gender diverse.

ECSWE-26428

Health Care Inequities and COVID-19: Lessons Learned from Families who have Children with Disabilities and Chronic Health Conditions

Joseph R. Merighi - University of Minnesota, Twin Cities

Julia Sterman - Edinburgh Napier University

Abstract:

BACKGROUND AND PURPOSE: Children with disabilities and chronic health conditions can experience health care inequities due to the complexity of their health care needs. The COVID-19 pandemic disrupted this care in a variety of domains (Neece et al., 2020; Shorey et al., 2021). However, it also offered opportunities to reduce inequities due to changes in how families engaged with their providers. This study explored the lived experiences of health care access for families who care for children with disabilities and chronic health conditions during the COVID-19 pandemic.

METHODS: We gathered narrative accounts from 25 U.S. mothers of children with disabilities and chronic health conditions using individual interviews (n = 19) and one focus group (n = 6). A phenomenological approach was used to analyze the data.

FINDINGS: Three overarching themes were identified: limitations to service access and uptake, convenience of appointments from home, and "Am I doing it right?" These themes highlight the tension families experienced when deciding how to continue their children's care while simultaneously keeping them safe from COVID-19.

CONCLUSIONS AND IMPLICATIONS: To reduce health inequities, health care systems need to offer both in-person and virtual engagement options to reduce barriers and provide needed assistance to families. This is particularly true for families who lack resources such as transportation and child care. Social work educators need to teach students how to identify factors that make telehealth either a preferred or contraindicated modality when working with families who have children with disabilities.

Keywords: Disability, COVID-19, Children.

ECSWE-27518

Improving the transition between education to employment for New Social Workers: European perspectives, concerns, and recommendations

Omar Mohamed - International Federation of Social Workers European Region

Rita Taveira Luis - ISCTE

Abstract:

This presentation will outline the International Federation of Social Workers European Region Project focused on New Social Workers. This presentation will explore the background, process and findings of this international research project spanning across 31 European countries and including almost 1,000 New Social Workers across Europe to improve the transition from education to employment for New Social Workers, benefiting both social work education and practice. Each member organisation of IFSW Europe was encouraged to nominate a 'new social worker' (defined as a final year student or a worker in the first five years of their career). The project group used a research approach called collaborative autoethnography to share ideas th-

rough their lived experiences. This led to the group designing, translating and distributing a survey as well as undertaking follow up interviews to explore the experiences of almost 1,000 new social workers across Europe. This interactive presentation will share the project findings, discuss the forthcoming IFSW Europe academic paper on new social workers, and outline advice and recommendations for new social workers, social work educators and employers involved in this transition. The presenters will go through the context, methodology, findings, discussion and conclusion. The presenters will focus on exploring the themes that emerged from this project and lead into a discussion session on these themes for the potential of rich discussions on how the transition from education to employment can be improved for new social workers across Europe and globally.

Keywords: transition, education, employment, new social worker.

ECSWE-27683

Pedagogy of hope: Paulo Freire's contributions to community interventions involving women who are family caregivers

Renata Nunes - Universidad Complutense - Grupo Lab

Abstract:
This article discusses the contribution of Brazilian educator Paulo Freire to community interventions involving female family caregivers. The paper contributes to understanding Paulo Freire´s contributions to the construction of intervention strategies based on popular knowledge and pedagogical practices that promote emancipation. Historically, women are the main providers of family care, and with the aging of the population and the insufficient responses of public authorities to the supply of care services, the demand for female family care has intensified. This article sheds light on this context and explores forms of collective pedagogical intervention based on Paulo Freire's contributions. To achieve these objectives, we employ exploratory qualitative research using bibliographical and bibliometric methods. Specifically, we explore and review the relevant literature on gender and care to identify Paulo Freire's influence on the design and implementation of pedagogical practices. Taken together, the findings provided in this paper help to systematize the knowledge on emancipatory intervention practices.

Keywords: Pedagogy, Paulo Freire, interventions, women caregivers.

ECSWE-27935

Protective factors and processes that promote resilience of adolescent immigrants

Pnina Dolberg - Ruppin Academic Center
Karin Amit - Ruppin Academic Center
Avital Kaye-Tzadok - Ruppin Academic Center

Abstract:
Background and purpose: Adolescent immigrants deal with various challenges. Yet, many manage to adapt and attain resilience – a positive adaptation after distress or a significant threat, caused by a chain of protective processes. The present study examines the risk factors that adolescent immigrants from the former Soviet Union to Israel faced, alongside the protective factors and processes that helped to promote their resilience.

Methods: This is a cross-sectional qualitative study, based on 25 in-depth interviews with individuals who immigrated to Israel from Former Soviet Union countries as adolescents (12-18 years old). The sample is purposive. Data Analysis was performed through content analysis.

Findings: A multitude of risk factors were found, including severe economic hardships, parental mental distress, and difficulties in social integration and in school. Protective factors and processes were obtained at different levels: environmental level - immigrant friends who shared similar experiences provided support; cultural level - strong work values and belief in education helped with decisions; familial level - siblings provided information and support; individual level - participants described themselves as highly motivated, persistent, and determined.

Conclusions and implications: Examining immigrants' resilience is an important perspective for research, practice, and education, as many studies focus on the negative consequences of immigration. While participants tended to stress the contribution of individual-level factors, findings show that other factors are of utmost importance. The findings call for using a contextual, culturally-aware lens when examining resilience and protective factors and processes among immigrants.

Keywords: Adolescents; Immigrants; Resilience; Protective factors; Protective processes.

ECSWE-28026

Co-teaching on Poverty and Epistemological (in)Justice

Luc De Droogh - University of Applied Sciences Ghent

Annick Van Hove - University of Applied Sciences Ghent

Abstract:

Co-teaching to raise the poverty awareness of social work students.

The poverty Awareness Scale (Weis-Dagan & Krumer-Nevo, 2022) points to some paradoxical results. Social workers and students alike believe that poverty is the result of processes of structural exclusion in society but confronted with people in poverty in practice or practice arrangements they tend to shift to explanations on an individual level.

Four years ago we started to invite people living in poverty into our first years course on poverty and social inequalities at Hogent (University of Applied Sciences Social Work – Belgium) Program for social work students in an effort to break through this paradox .

Starting from the idea to let people in poverty give testimonials about what it means to live in poverty, we shifted to a co-teaching approach with people in poverty. We now believe that it is not enough to work with testimonials but need a co-teaching approach that also invites the students to co-construct in class about what kind of interventions in the lives of people living in poverty are welcomed as supportive and emancipatory from the perspective of people in poverty themselves. We use the Poverty Awareness Scale before and after class to measure a shift towards a more structural approach on poverty. Learning to question the epistemic injustices (Fricker, 2007) done to people in poverty at the crossing of intersecting inequalities is crucial.

We report on the design of the course and on some results of our research on the course.

Keywords: Poverty, Co-teaching, Service users, Injustice.

ECSWE-29315

Black and Male: Managing Intersecting Inequalities in Social Work Practice in England

George Dake - Manchester Metropolitan University

Abstract:

Targeted and bespoke mentoring can offer hope for navigating intersecting inequalities in social work practice in England. 'Black' Male social workers represent intersecting marginalised positions. Majority of social workers are female. Over 82% of social workers in 2021 were female (SWE, 2022), as were 87% of Children and Family social workers (DfE, 2022) and 82% of the adult workforce in local authorities (Skills for Care, 2022). Majority of social workers are also White, with Skills for Care (2022) estimating that there 71% of the adult workforce and DfE (2022) suggesting that 77% of Children and Family workers in 2021 were White.

Black social workers (all genders) experience significant discrimination. Samuel (2020) argues that Black social workers are over-represented in 'Fitness to Practise' cases while 80% of adjudicators are White. Black social workers are 3-4 times more likely to fail their Assessed and Supported Year in Employment (ASYE) compared to their White counterparts (Preston, 2021) while only 6% of directors of children services in 2021 were from minority groups (Samuel, 2021). Crenshaw (1989) argues against a single-axis analysis of what is a multi-dimensional experience and while being Black or Male could result in disadvantage, the intersectional analysis provides a stronger framework for deconstructing the experiences of Black Male social workers.

Murray (2016) suggests that mentoring can be critical to growth and success including management experience and work conflict. I propose a Mentoring relationship of Black Male social workers-Black Male senior social work leaders to encourage, empower and break existing barriers.

Keywords: Intersectionality, Black and Male, Social Work Practice, Mentoring.

ECSWE-29551

Subsistence and Survival: Experiences of Workplace Violence among Women Engaged in Transactional Sex Work in the Republic of Barbados

Stavroula Kyriakakis - Adelphi University School of Social Work

Sadie K. Goddard-Durant - University of Guelph

Abstract:

This study examines workplace violence experienced by cis-women engaged in sex work in the Republic of Barbados. Twenty-two to 82% of women engaged in sex work experience workplace violence. Safety strategies utilized while working include navigating client relationships to prevent conflict, working in populated locations, collecting payment in advance, and building a peer support network to provide safety.

This phenomenological study is comprised of individual semi-structured interviews with 30 women engaged in sex work, focus groups, and field work. The Theory of Gendered Vulnerability (Jagger, 2009), an intersectional, neo-colonial theory explaining how gender disparities disadvantage women economically, elevating their risk for exposure to violence, is utilized to examine the participants' experience of structural conditions placing them at increased risk for workplace violence. Agency Theory (Mahmood, 2001) is utilized to elucidate strategies employed to main-

tain safety. Transparent audit trail, reflective journaling, member checking, thick description, peer and external review were utilized to maintain trustworthiness.

Eighteen participants experienced work related violence. Four safety strategies emerged; following intuition, controlling business rules of operation, physical defense strategies, and navigating the social milieu of the sex work setting. Participants describe a context whereby the societal economic conditions lower their earning ability, thereby reducing their power to control work conditions.

Findings highlight the strategies sex workers utilize to augment their power to subsist while maintaining safety within a social context shaped by global and local norms, institutions and labor conditions. This has implications for theory development and global social work practice with multiply marginalized, post-colonial communities.

Keywords: gender-based violence, Global South, Sex work, intersectional inequalities.

ECSWE-31070

Social work and parenthood: the challenge of 'superdiversity' and intersectionality

Alessandro Sicora - University of Trento, Italy

Salvatore Monaco - Free University of Bozen/Bolzano, Italy

Abstract:

Talking about parenthood in conditions of uncertainty means referring to a multifaceted universe, which includes very different situations, since subjectivities and relational configurations take on distinctive traits that make them unique.

While experiencing common challenges, in their daily lives parents may find themselves facing specific situations and issues, resulting from the intersection between their condition (being in high conflict, in economic difficulties, having experienced situations of forced migration or belonging to sexual or gender minorities) and other socio-demographic factors.

In this context and considering the cardinal principle of "uniqueness", social work is called to intercept specific needs in order to understand what are the most appropriate interventions to implement without leaving "out" relevant aspects, within the framework of a reflective practice more aware of cognitive (bias) and administrative / organizational constraints.

The research "Constructions of Parenting on Insecure Grounds: what Role for Social Work? (Co-PInG)" explored parents and social workers representations of parenthood in unstable circumstances in Italy. Using participatory qualitative strategy, the research involved parents leaving in poverty and precarious financial situation; parents with forced migration background; parents of the LGBT group; parents facing high conflict divorces. 180 parents and 85 social workers were interviewed across Italy.

To better understand the point of view of parents and the ability of social workers to recognize diversity, this presentation proposes a reading of the data that emerged from the field research, adopting the concepts of intersectionality and the superdiversity lens and highlighting the implication for social work education.

Keywords: parenthood diversity superdiversity intersectionality uniqueness.

ECSWE-31969

Challenging Contemporary Frameworks of Good-Bad Mother –Why a Relational Framework for Social Caring Matter

Dr Méabh Savage - South East Technological University

Abstract:

This paper discusses findings from a qualitative study conducted in the Republic of Ireland which examined principally the way three intersecting circles (primary, secondary and tertiary) of nurturing (or lack of nurturing) interpolate within economic, political and cultural relations (Lynch 2007) to produce affective and other inequalities across the lives homeless mothers unaccompanied by their children.

In particular, the findings reveal how conceptualisations of good-bad mother associated with middle class models of motherhood mask the challenging conditions which some mothers nurture in, and which reduce the resources needed to perform the work of care. Consequently, mothers are frequently blamed when they 'fail' to achieve normative frames of 'moral' mothering in their interactions with social work professionals.

The paper challenges contemporary neoliberal discourse on motherhood by pointing to the importance of doulia, a framework to analyse (in) equalities that recognises the value of feminist and egalitarian conceptions of relationality, and the material and social conditions needed to support the mother as she cares for her child (Kittay 1999; Lynch 2007). A relational framework of care or doulia (Kittay 1999) appreciates that the caregiver has care needs that must be recognised and supported because there is nothing inevitable about the contexts within which caring takes place. The findings therefore aim to contribute to a pedagogy of hope by challenging the myth of the good-bad mother dichotomy in favour of doulia, a relational framework to support social caring for resource-poor (homeless) mothers.

Keywords: Affective inequalities, Homeless Unaccompanied Mothers, Good-Bad Mother Dichotomy, Doulia.

ECSWE-33853

Families and Young people on the Edge: Research Engagement with Excluded Communities -Building Trust and Managing Conflict

Professor Lucille Allain - Middlesex University
Dr. Helen Hingley-Jones - Middlesex University

Abstract:

Co-produced research with local services is used to respond to community challenges with the aim of evaluating services and informing development of new models. In order to undertake this kind of research, qualitative methodologies which seek to explore the experiences of excluded communities are key and involves 'practice-near' approaches (Froggett and Briggs 2009). We present two research studies undertaken in an inner-city area in London: one engages with family intervention and the other with black/mixed heritage young people who are part of a study regarding diversion from custody (Gleeson, H, et al forthcoming).

Entering the research field in both cases presented challenges related to sensitivities experienced by participants (Silverio et al 2022). Case studies are presented demonstrating how the re-

searchers responded to risk and involvement with young people in conflict, in prison and family bereavement.

Methods

Both studies involved qualitative research methodologies using semi-structured interviews. This presentation uses a case study approach to share our knowledge from undertaking 'practice near' research.

Implications

Research with excluded families/ diverse young people who have been involved in the criminal justice system requires new approaches to sampling and research strategies. Understanding deprived communities, 'post code' divisions and territories means that plans have to be built around this (Bernard 2022). Highlighted is the vital importance of local agencies providing accurate information about the research participants to ensure respect and research ethics are upheld and no trauma is caused. Planning and building trust is key and time given for respectful engagement and agency follow up. The presenters will explore how these methodological considerations can be taken forwards.

Keywords: exclusion, black/mixed heritage young people and families.

ECSWE-34809

Decolonizing Social Work. From intercultural communication to an intersectional approach of diverse sensitive training skills.

Eveline Kamina Ntenda Musangu - Karel de Grote University of Applied Sciences and Arts in Belgium

Abstract:

This presentation discusses how diverse sensitive skills training can contribute to the decolonization of Social Work. Diversity is a catch-all term that is often linked to ethnic cultural diversity. This approach of culturalization does not take into account crossing plural identities as f.e. gender, disability, class. An explanation can be found in our colonial heritage where social workers were mainly trained to identify and eliminate racialized differences between persons as part of the "civilization mission". Additionally "white male heteronormative" standards needed to be conformed instead of structurally dismantled. Nowadays social sciences theories are still often build upon these global Eurocentric stereotypes of modernity. The hegemonic position of the west as the dominant political knowledge economy perpetuates the asymmetry and inequality between the Global North and the Global South. This intellectual legacy of the colonial era still influences the worldview of postcolonial social workers. (Kleibl et al. 2019) Within the training course "diverse sensitive skills", we offer an alternative approach for cultural stereotypes in which intercultural communication is entailed. Through the sociological conceptual framework of intersectionality, students learn to act appropriately when vulnerabilities, potentially contributing to social inequality or exclusion, occur at multiple levels of our identity. Students are made familiar with the decolonization of language, gender inclusive organizations and learn to respond adequately to racist and discriminatory statements in different working environments. The acquired knowledge of diversity on micro, macro , and meso level is put into practice during project exchanges with minority groups as f.e. newcomers.

ECSWE-36546

Is the LGBTQI+ population more vulnerable to poverty? An exercice from the classroom

Sara Cristina Dias de Melo - Instituto Superior de Serviço Social do Porto

Beatriz Costa - Instituto Superior de Serviço Social do Porto

Abstract:

This paper is part of problematization research based on the contributions of António Capucha (2005), mainly focusing on social categories vulnerable to poverty and the ways poverty is experienced. This was part of an assignment for the Sociology of Social Marginality graduation course in Social Work. Students applied the current theory to a specific population that the author did not consider in his previous work. Stigmatized for centuries and victims of multiple forms of prejudice and discrimination throughout history, the LGBTI+ population experienced only very recent achievements regarding their rights, and not worldwide. This is one of the main factors alerting the vulnerability of Queer individuals to the conditions of poverty and social exclusion, which is reflected in social phenomena, such as fracture with several institutions and social isolation. However, in Portugal, there are no representative data or research sources about this subject, and the absence of scientific information about the living conditions of the LGBTI+ community throws them into a place of invisibility towards society.

To understand whether the LGBTI+ Portuguese population could fit into one of the poverty descriptors defined by Capucha (2005), we have performed an empirical investigation based on a questionnaire survey to find if LGBTQI+ is more vulnerable than other groups to poverty and social exclusion. This exercise in the classroom creates a new space for critical and reflective thinking with the students.

Keywords: LGBTQI+; Poverty; Social Exclusion; Social Work Education.

ECSWE-36686

"How may we help you"? Exploring the social work potentials of local public libraries

Beth Martin - Carleton University

Melissa Redmond - Carleton University

Dave Cavana - Carleton University

Abstract:

Background and purpose: Local public libraries are often the first stop for community members with questions and needs and are thus excellent sites for social engagement. Recent American librarianship literature has examined how libraries should respond to the psychosocial needs of their patrons. Indeed, even as a growing number of library systems across North America have begun employing social workers, our literature has only just begun to explore the constraints and opportunities inherent to practicing social working libraries.

This study examines the perceptions and experiences of library stakeholders regarding the appropriateness of and capacity for libraries to respond to their patrons' psychosocial needs, and what this means for social work education and practice.

Methods: Employing data gathered from frontline library workers in five Canadian cities, we ex-

plore the question "What is the current and potential role of libraries, with possible support from social service professionals, in providing community social services?". Additionally, we ask how libraries see themselves and their responsive capacities and further explore the trans-disciplinary possibilities inherent.

Findings: Faced with presenting patron needs, Canadian library systems are employing innovative approaches to serving the psychosocial needs of clientele but gaps remain.

Conclusions: Collaborations between social workers and library staff offer novel opportunities to respond to the fiscal restraint that both disciplines experience in responding to the inequalities that often intersect in patrons' lives. As accessible and community-responsive sites, local public libraries serve a wide diversity of clientele and thus emerge as important locii of community engagement, field education and student skills development.

Keywords: education, libraries, social work, austerity.

ECSWE-36963

Towards inclusive internationalisation: how to diversify international activities in the social work curriculum to address different (social) groups.

Birgit Bamelis - Karel de Grote University of Applied Science and Arts

Abstract:
Global citizenship and intercultural and international competencies are key in the toolkit of today's social workers who act in a very globalised and diverse context.

Internationalisation activities which are considered to contribute to achieve these competencies, traditionally focus on long-term (Erasmus) mobilities. However, two problems occur. Firstly, the number of students that take part in a long-term mobility is limited. We have not yet fully achieved the European target of 20% of the students going on mobility. Secondly, research shows that there is a social selectivity in mobility participation benefiting students from high social backgrounds (Christof Van Mol & Adriana Perez-Encinas, 2022). Consequently, long-term mobilities sustain or even strengthen the social inequality of the different social groups among our students.

A current curriculum change in the Social Work Department of the Karel de Grote University of Applied Science and Arts (Antwerp, Belgium) offers the opportunity to tackle this social selectivity and to strive for an inclusive internationalisation policy. We evolve towards diversifying our internationalisation activities to effectively address all (social) groups of our student population.

In this presentation some activities already deployed, such as: faculty led international group trips, (online) guest lectures of international teachers, joint activities with incoming international students, participation in online international programs … will be illustrated. Moreover, some future options as: short time mobilities to tackle financial obstacles, summer schools in the home institution for working students … will be proposed.

All steps towards an inclusive international social work curriculum.

Keywords: diversifying inclusive international curriculum.

ECSWE-37122

Combatting Anti-Black Racism: Beyond Anti-Black Racism Training to Transformational Action

Uzo Anucha - York University

Sinthu Srikanthan - The Youth Research and Evaluation eXchange

Rahma Said-Toganne - York University

Abstract:

With the 2020 murder of George Floyd, demand for Anti-Black Racism (ABR) training has grown across multiple sectors including the youth-serving sector. To respond to this demand, the Youth Research and Evaluation eXchange, a province-wide initiative based at the School of Social Work at York University in Canada launched a comprehensive and multi-modal online certificate designed to provide the youth sector with the foundational knowledge, resources, and tools to cultivate practices, policies, and alliances that challenge, disrupt and combat systematic anti-Black racism. The certificate is grounded on five understandings including that the experiences of Black youth are multi-layered and class, gender, ethnicity, sexuality, and other social identities are intersectional and therefore cannot be separated from one another. Since its launch in February 2021, over 3000 participants have registered for the certificate. How do ABR training initiatives such as our certificate contribute to organizational equity shifts and overall knowledge, awareness, and sense of safety in these organizations? What impact does ABR training for frontline youth workers and educators have when the barriers faced by young Black people and their communities are systems-based? We review findings from an evaluation model that provides a "panoramic view" by evaluating four levels of program effects (participant reactions; learning; transfer of learning; and the organizational impact of the training). We also review strategies to develop and support participants to influence and transform their organizations to center Black youth well-being.

Keywords: Anti-Black Racism; Youth Work; Professional Development; Inclusion; Evaluation; Curriculum.

ECSWE-37317

Employment of Foreigners In The Czech Republic and Its Relation to Social Work

Radek Vistořín - University of South Bohemia in České Budějovice, Faculty of Health and Social Sciences, J. Boreckého 27, 370 11 České Budějovice, Czech Republic

Abstract:

Background: There are three levels for immigrant integration - micro, meso and macro (Han et al., 2022). Each level then contains certain factors that influence the labor integration of foreigners. Foreigners who come mainly for economic reasons may encounter significant obstacles on the part of institutions and employers (Akay & Ahmadi, 2022). There are patterns of behavior that tend to discrimination of immigrants in the workplace. This discrimination occurs with both male and female immigrants (Diego-Cordero et al., 2022).

Summary of the main points of the presentation: integration of foreigners in the labor market, positives and negatives arising from the employment of foreigners, obstacles to foreigners on the part of institutions and employers in the labor market

Addressing the conferece's theme: This presentation fulfills the theme "Diversity, Intersecting Inequalities and Pedagogy of Hope in SWE" by recognizing and understanding the differences and the different approach of foreigners to the labor market in the Czech Republic, it will offer an overview of approaches that can be used in the integration of foreigners in the labor market and an overview of the current situation.

Conclusions and implications for practice: This paper is part of the research within the project of the Grant Agency of the University of South Bohemia (reg. no. 101/2022/S) entitled "Selected aspects of the integration of foreigners living in the Czech Republic and their relations with social work", which answers specific questions regarding the employment of foreigners in the Czech Republic and its relation to social work.

Keywords: foreigners; integration; employment; discrimination.

ECSWE-37596

Innovation in Social Intervention in People with Dementia: a case study.

Sónia Mafalda Pereira Ribeiro - Instituto Superior Miguel Torga

Abstract:

Background and purpose: "Memorizar" is an innovative social work project, which emerges as a practice linked to the intersection of inequalities and works in the field of dementia. Promotes the development of a new intervention methodology, with a dynamic character. The main objectives is to promote autonomy (ability to choose) of people with dementia, to contribute to the biopsychosocial well-being of caregivers; and to train, inform and sensitize professionals and the community in general on the issue of dementias. This project Is supported by Portugal Inovação Social, with co-financing from the European Union.

Methods: quantitative approach using a convenience sample of 17 people with dementia, with the following inclusion criteria: attending the Memorizar project for 3 years; disease stage mild to moderate; and have initial and final assessment of the three instruments involved in the study. The instruments used were: the Barthel Index, the Dementia Rating Scale 2 (DRS-2) and the Mini Mental State Examination (MMSE).

Results: the project and the intervention carried out allowed the maintenance of the clinical picture of 80% of the patients, maintenance of autonomy and functionality of 83.4% of them and reduction of overload work associated with the act of caring in 95% of caregivers.

Conclusions and implications: with this type of intervention it is possible to preserve cognitive and functionality of people with dementia and that contributes to the non-institutionalization. The dissemination of this project is an incentive for new interventions and investigations into the area of dementia, which grows more and more as the aging population increases.

Keywords: Aging; Autonomy; Dementia.

ECSWE-38289

Spinoza, imagination, rationality and intersectionality in pedagogy of social work

Jiri Nieminen - Kokkola university consortium Chydenius

Abstract:

In the paper, I discuss the relationship between the 17th century philosopher Baruch Spinoza's theory of affects and knowledge and critical and feminist pedagogy concerning social work. For

example I ask how how it is possible to includes adult students' diversity and differences (intersectionality) and their former experiences into the learning process and production of knowledge for social work. Methodologically, it cross-reads educational philosophical articles dealing with Spinoza, from the above-mentioned point of view. I will show that, according to the research literature, Spinoza's philosophy has similarities to the ethos of critical pedagogy (and thus it could also contribute to social pedagogy and democratic education as well). However, the some times the paternalistic and all-knowing teacher figure remains unquestioned. In feminist philosophy, the attitude towards Spinoza is divided according to how the concepts of social and embodiment imagination and rationality have been understood. As long as they are understood in a broad sense and inseparable from each other, Spinoza's thinking also enables the deconstruction of the hegemonic and masculine subject both bodily and discursively, provided that the teaching situation is communal, social and based on mutual learning, in which case hierarchical differences are replaced by a plurality of differences – and that gives joy and hope.

Keywords: Spinoza, knowledge, learning.

ECSWE-38662

Practice what you preach: how to build an inclusive Social Work curriculum by enhancing the sense of belonging for students and lecturers.

Veerle Van Gestel - Karel de Grote University College

Abstract:
Like many other European cities, Antwerp is a majority-minority city (Geldof, 2016). People from more than 175 nationalities live, study, and work more or less together. Also, our 850 Social Work students are more diverse than ever before.

A sense of belonging is a critical dimension of academic success. It can affect a student's adjustment, achievement, aspirations, and whether a student stays in school (Strayhorn, 2018). We diminished our dropout rate with our new curriculum to 10% (from an average of 20% in our University College) by investing In small group learning where students learn together, giving and receiving more feedback (peer group and lecturer-based feedback).

In this presentation, I will testify on building our new Social Work curriculum. It includes the integration of inclusion and diversity throughout the program. There are no longer separate courses on diverse sensitive Social Work, only integrated knowledge and skills.

This change is only possible with a diverse team of lecturers. Therefore, we increased the diversity of our team on all the aspects of intersectionality (gender, roots, sexuality, class), focusing on recruitment and co-teaching.

Keywords: diversity – inclusive curriculum – sense of belonging.

ECSWE-39760

Fears and prejudices related to the divers society among social work students

Judit Csoba - University of Debrecen
Andrea Diebel - University of Debrecen

Abstract:
The technological, economic and social changes of the 21st century have created complex social interactions and new types of diversification. Many of the current challenges in social work

education stem from this increasingly diverse social structure. Preparing prospective social workers to deal with diversity is particularly difficult in a society where nationalism, xenophobia and value models that reject otherness are increasingly prevalent among young people in the training environment.

In a pilot programme emphasising the potential and power of transnational learning, a special method was developed with Hungarian social work students, where students explored the role and importance of social work in exploring and embracing intercultural values by confronting their existing fears and prejudices.

The aim of this presentation is to present the main elements of the pilot programme, the forms of intercultural and transnational learning, the experiences and the results.

The main lesson of this Erasmus+ "Urban Diversities" pilot programme is that social workers entering training, especially those from disadvantaged, rural areas or social groups, have difficulties in adapting to social diversity. Increasing nationalism is an obstacle to the professional development of social workers and to their understanding and effective management of complex social problems. The experience of the pilot programme has shown that these changing environmental conditions need to be taken into account more in the future when developing curricula for social work training.

Keywords: social work education, intercultural learning, nationalism, prejudice.

ECSWE-39999

NGO activities for LGBT+ people in Poland

Katarzyna Gajek - University of Lodz

Abstract:
The analysis of the results of the largest nationwide survey devoted to the social situation of sexual minorities in Poland indicates negative changes experienced by non-normative people in their lives. Government policies, statements by the hierarchy of the Catholic Church or the actions of radical organisations have caused the stable trend of increasing acceptance and improvement of LGBT+ people to collapse in recent years.

Nearly 23,000 survey participants indicate experiences of lack of support, violence and exclusion that make it difficult to function at school, work or in the family.

Identifying the problems of non-normative people and counteracting their exclusion are dealt with by non-governmental organisations in Poland of national or regional scope. Most of them were set up by a group of friends with common interests or goals. The most common activity they undertake is legal and psychological support for LGBT+ people.

The analysis of the activities of organisations supporting the LGBT+ community in Poland shows that their positioning outside the state sector has certain consequences. The activities of associations and foundations are a manifestation of civic activism, a process of empowerment of the LGBT+ community and an example of activating communities around a goal that is important to them. Self-help or advocacy activities respond to the real problems of this group and build a supra-local support network. At the same time, NGOs form hermetic, sometimes conflicted communities, which, due to the pursuit of identical goals, compete with each other in raising funds. The political situation often hinders the use of public funds and cooperation.

Keywords: social problems, LGBT+ people, NGOs, Poland.

ECSWE-40047

Social work in a crisis in a changing complex operating environment

Sirkka Alho - University of Jyväskylä

Kaisa Vuolukka - University of Jyväskylä

Abstract:

We present the university social work education package (20 credits), which operates on the principle of continuous learning. The education is intended for social workers with a degree.

Finnish social work is in a deep crisis, support of which the educational package is designed to support social workers by filling gaps in competence and to promote the commitment and career development of social workers in this demanding field. The SYTY URALLA project responds to these needs by producing systemic job skills with a model of the principle of continuous learning, which is connected in a new way to the development of the working career and the support of coping at work

The burden and demands of the social work, as well as the problems of career progression and close management, are identified as the background of the nationally deepening social worker shortage. Especially in child protection social work, turnover is high, which creates irreparable problems at the level of the individual and society. Solutions to the phenomenon have been outlined in the national Child Protection Development Project (LAPE 2016–2022), the central conclusion of which is the comprehensive introduction of a multi-professional systemic work approach into social work practices on a wider scale. The presentation describes the backgrounds and goals and contents of the education project. The pedagogy of the study courses utilizes e.g. flipping, PBL (Problem Based Learning) methods, peer assessment and other web-based group work.

Keywords: sustainable competence, social work professionals, continuous learning, career development.

ECSWE-40743

Social Work, Permanent Education, Indigenous People

Rosa Maria Castilhos Fernandes - Universidade Federal do Rio Grande do Sul/Brasil

Angelica Domingos - Universidade Federal do Rio Grande do Sul/Brasil

Abstract:

We start from the knowledge that the understanding of the socio-historical processes that occurred with the original peoples in Latin America, as in the case of Brazil, as well as the knowledge of indigenous rights, their ways of being and living are conditions for professional performance in the scope of social protection policies, for the uncompromising defense of human rights and overcoming inequalities. This text socializes part of the revisions and theoretical reflections of a collective of indigenous and non-indigenous researchers, discussing the importance of indigenous policies in the training agenda of social policy workers, strategic mediations in the face of ethnic-racial relations in an attempt to address conceptions and contribute to the formative debate in Social Service. We are interested in understanding the multiple manifestations of the social question experienced by this population, whether the attacks and violations of fundamental rights they suffer, whether their social mobilizations and the movements they carry

out and that spread throughout Brazil, causing different ethnic groups to unite and dialogue in a single struggle against the hegemonic, giving meaning to their experiences as original peoples of resistance to capitalist barbarism. What interests us is also to shed light on the importance of continuing education as a pedagogical proposal for political, ethical and methodological training for work within the scope of social policies and/or different spaces, as well as for the transformation of oppressive practices, which constitutes a challenge in the agenda of education in social work. Our intention is to share these experiences that have been lived in Brazil.

Keywords: Social Work, Permanent Education, Indigenous People.

ECSWE-43513

Building Bridges Between Social Work Education and Peer Support

Kellee Thorburn McCrory - University of Iowa

Miriam J Landsman - University of Iowa

Carol Coohey - University of Iowa

Abstract:

Background

Peer Support Specialists (PSS) are increasingly being integrated into the behavioral health workforce internationally (Gagne et al., 2018). PSS bring lived experience with mental health or substance use challenges, empowering peers toward stability and recovery through a deep understanding of shared struggles (Byrne et al., 2019). Although social workers (SW) may work alongside PSS, organizational culture and climate may not support meaningful collaboration. SW have limited preparation and understanding of the PSS role, and PSS report feeling marginalized in the workplace, leading to high turnover.

Main points

We describe SW educational modules that prepare students to co-build organizational cultures and climates that respect PSS as members of interprofessional teams, paying special attention to role clarification, ethics, supervision strategies, career development, and power differentials. These modules derive from our collaboration with a U.S. governmental agency that funds PSS training and workforce development statewide.

Connection to conference

The role of PSS is conspicuously absent from SW education, despite the field's commitment to reducing inequalities and promoting empowerment and hope with marginalized populations, including people with mental health and substance use challenges. Our approach builds SW students' knowledge and skills for creating collaborative work environments with PSS. SW education must prepare future practitioners to co-build inclusive, innovative, effective, and sustainable practice.

Conclusions

SW education has an ethical responsibility to help reduce the oppression and marginalization of people with lived experience. We propose specific curricular enhancements to prepare social work students to co-build constructive organizational cultures and climates for sustaining effective partnerships with PSS.

Keywords: peer support, empowerment, health inequalities, organizational culture and climate.

ECSWE-44174

Family diversity in the training of social work students

Carmen Verde-Diego - Universidade de Vigo

Leidi Viviana Moreno Parra - Universidade de Vigo

Yolanda García Vázquez - Universidade de Vigo

Rubén González Rodríguez - Universidade de Vigo

Abstract:

Social work students must acquire competences and skills to practise without paternalism towards clients. Acceptance of diversity, as well as the gender perspective, are transversal competences that future social work professionals must possess.

The work we present here is an experience on the perception of family diversity of students (n=100) who have already experienced a work simulation through internships.

With regard to family diversity, they have been asked, through discussion groups and drawings, about the "ways of being a family" that they identify and about the possible conflicts that exist due to the fact that they are different in relation to "normative" families (conflicts between families and a professional; between the professionals themselves with regard to the family being cared for; between them and other social systems...).

The hegemony of the ideology of the nuclear family is still evident (Ganong and Coleman, 2018). Hierarchical, normative and ethical problems have been identified, which is why conflict management has been worked on in the classroom through the fundamentals of social mediation.

When social workers carry out mediating interventions - as opposed to traditional hierarchical ones - they return the protagonism to families that has been taken away from them because they are different, and they empower them. Social mediation provides deep learning on how to reach agreements and respect others.

GANONG, L. and COLEMAN, M. (2018). "Studying Stepfamilies: Four Eras of Family" Scholarship. Family Process 57(1), 7-24. https://doi.org/10.1111/famp.12307.

Keywords: Family diversity; training social; mediation; social work.

ECSWE-44350

Strengthening Participation and Inclusion - Families with Migration Experience in Early Childhood Social Work

Sabine Tiefenthaler - Free University Bolzano

Elena Martorana - La strada - der Weg

Abstract:

The proposed presentation explores barriers and resources that may be encountered in the contact between families with migration and refugee experience and social practice in early childhood institutions (e.g., early childhood care centers and toddler-parents groups).

The presentation is based on the results of focus group meetings with social professionals working in child and family services. Among the participants were volunteers, early childhood educators, pedagogical staff and directors from rural and urban areas of South Tyrol. During the meetings, the professionals used narrative-stimulating case vignettes and reflections on their

own practical experience to discuss resources and barriers perceived in the interaction and relationship building with families with migration and refugee experience. The entire research process was co-designed and accompanied by a co-researcher from practice, namely a toddler-parents group. The data were analyzed using constructivist grounded theory.

In the presentation we will focus on barriers and resources emerged on the following dimensions: (a) language and communication (e.g., diversity of language skills), (b) social capital and social support (e.g., degree of socio-spatial involvement of parents), and (c) cooperation and collaboration with different actors (e.g., networking of the institution with local actors).

Whether the dimensions are perceived as a barrier or a resource depends on the individual and professional attitude of the professionals. The impact of the professionals approach on social work practice will be discussed in the conclusion of the presentation.

Keywords: migration, participation, inclusion, early childhood.

ECSWE-48333

Impact of colonisation on social intervention : A pedagogical experimentation in social work education in France

Christophe Texier - OCELLIA

Julie Moutard - OCELLIA

Amandine Chevalier - A.C.T.

Abstract:

The history of slavery and colonisation and their impact on social intervention is a rather underdevelopped issue in social work education in France. This situation creates a lack of knowledge and awareness, for most social workers, on potential discriminations, racism and inequalities induced by such a legacy. At OCELLIA, a higher educational institution for social workers based in the South-East of France, some pedagogical staff, commonly with students and service users, have recently decided to give these issues a higher profile within their educational programme. Taking advantage of various events organised in certain parts of the country on May 10th (since 2006) to commemorate the struggle against slavery and its abolition, they have thus designed some pedagogical actions in order to enhance awareness and understanding of the effects of such historical facts on contemporary social intervention. The purpose of this presentation is to give a first overview of these initiatives, involving academic and experiential inputs, as well as presenting some feedback from various participants to this pedagogical experimentations. Our foremost intention would also be to raise discussion with international colleagues on the treatment of these issues within social workers' education and envisage cross-national perspectives and collaborations to strengthen our local initiatives.

Keywords: Colonisation, impact on social intervention, pedagogical experimentations for future social workers.

ECSWE-51278

Teaching local social work history to promote reckoning with past wrongs and to engage students in the process of repair

Jane McPherson - University of Georgia

Abstract:

This presentation examines social work's role in an urban renewal project that ultimately destroyed Linnentown, a low-income Black community in Athens, Georgia, USA. Between 1962 and 1966, the University of Georgia (where the presenter teaches) contracted with the city of Athens to demolish Linnentown in order to build three student dormitories. Using archival documents, the presenter will explore how social work enabled this "urban renewal" project, and show how a graduate of the university's social work program used her expertise to facilitate moving these homeowners out of their homes and off their land.

The presenter will share how she engages current students with archival materials and with the former residents of Linnentown and their families who are now advocating for reparations from the city and the university. In order to spark reflection on social work's history of racism and classism and promote action in the present, students are encouraged to ask questions about how the city, the university, our school and our profession can and should engage in a process of reckoning and redress.

Looking at social work history through a rights-based lens (McPherson et al, 2017), this presentation will explore how social work can be participatory, anti-discriminatory, and transparent when observing our past, and particularly question how we should be accountable now. This process is not easy, but applying rights-based principles to our past challenges us to live up to our ethical commitments in the present, and promotes respect for diversity, equality, and the achievement of socially responsible societies.

Keywords: social work, social work history, racism, classism, urban renewal.

ECSWE-51502

Qualitative Social Work Research as a catalyst for Hope and Social Justice in Social Work Education

Sharvari Karandikar - The Ohio State University

Abstract:

Quantitative, Qualitative, and mixed-methods research is integral to the social work education curriculum. Bachelor, Master as well as Ph.D. students across the world study social work research as part of their core course offerings. Social work students are expected to use critical research skills in the field and often work with agencies that need integration of research and direct practice. Social work research education, therefore, is critical to bring in social change and sets students of social work at an advantage while working with the communities. Among all the research methods that are currently taught in social work, qualitative research education is organically inclined toward promoting social justice, highlighting the voice of the participants, and advocating for action against social inequalities. Qualitative research is committed to ethical research practices. It underscores the role of engaging with research participants at all levels of research development, from identifying research questions and designing the methods to executing the research process.

This presentation will highlight the pedagogy of qualitative social work research and its core commitment to promoting social justice. Underscoring the importance of ethics and rigor in qualitative research, the author will provide details on developing qualitative research projects from a social justice framework. In addition, the author will detail the criteria for soundness and

trustworthiness for developing a rigorous qualitative study. Finally, critical readings in qualitative research from a social justice framework will be discussed and shared.

Keywords: Qualitative Research, Ethics, Rigor, Social Justice.

ECSWE-53763

Building knowledge, strength and relationships to combat violence in long term residential institutions

Katarina Ficko Mauch - Social Protection Institute of the Republic of Slovenia

Andraž Kapus - Social Protection Institute of the Republic of Slovenia

Andreja Rafaelič - Social Protection Institute of the Republic of Slovenia

Kaja Zoran - Social Protection Institute of the Republic of Slovenia

Abstract:

Crime against people with disabilities is often invisible as criminal offences are not reported or investigated. There are several reasons why people with disabilities are not able or willing to report the crime combined with systematic violations of procedural rights, the right to legal capacity and the right to testify, leave persons with disabilities with almost no opportunity to be heard. Therefore, people with disabilities are being violated of several fundamental human rights. Their access to justice is limited, disempowering and in most cases do not even reach the competent authorities as the situation concerning a crime will be dealt with behind closed doors within the institutions. We will present research methodology and results of the »Voices for Justice: Communicating with Victims of Crime with Disability« project and activities of direct work with users and employees in one Slovenian residential institution for people with psychosocial disabilities. The project was implemented in 2020 – 2022 and focused on research into how people with disabilities access justice and how their rights are upheld in practice across the European Union and on creating practical tools for people with disabilities who are victims of crime, to help ensure that they can participate actively in criminal justice processes. The aim of the presentation is to show our activities to transform relationships between users and employees of one Slovenian residential institution to reduce violence and find ways of working without coercion.

Keywords: people with disabilities, human rights, justice, victims of crime.

ECSWE-53768

A racialized professional in the social intervention field

Chaimae - Student PHD

Abstract:

A racialized professional in the social intervention field:

This communication falls within the framework of the works that reflect about the professional practice in social work. Specifically, from a critical analysis that starts from one's own work experience as a racialized professional. A field little explored at an academic level in the Spanish context, as confirmed by the following publications (Amisaou and Samadi, 2022; Urdiales and Lázaro, 2021). Although we currently do not have official data and statistics that show the percentage of racialized professionals that exercise in social intervention, it is observed that the presence of

these in the social field is a recent fact.

The objective of this communication is to reflect, from a critical perspective, the social work's daily practice setup realized by a racialized professional. In this essay, autoethnography is adopted as a qualitative methodology to collect the data, as it is upheld by (Blanco, 2012; El Mouali, 2021; Zhang-Yu; Lalueza, 2018; Dettano i Sordini, 2018) when it comes to analyzing and identifying the relations that arise between the personal experience, the phenomenon that is being researched and the researcher, contributing an important empirical wealth that starts from very intimate experiences and a constant work of introspection.

The results obtained from this research process show that the intersections between my educational and life trajectories have been key elements in the way I un-do and re-do my professional practice, both with the unaccompanied migrant youth and the racialized users in the public administration, producing and reproducing a mirroring effect in both intervention groups.

Keywords: Racialized professionals, Social Work and introspection.

ECSWE-53971

'Turning points' in Social Work Education on Diversity

Heike Rainer - FH Salzburg, University of applied sciene, Social Work, Austria

Hannah von Grönheim - Hochschule Bremerhaven, Social Work, Germany

Abstract:

Diversity and intersectionality are core issues of social work – relating to its definition and ethical principles. At the same time, diversity topics are highly contested and emotionally loaded not only in our profession but in society. Not only, but also because they are directly intertwined with questions of identities, norms as well as experience and conditions of privilege and marginalization.

Referring to dimensions of social inequality and discrimination, specifically gender and race, we will first start our workshop with two brief presentations on how we approach these topics in our social work and diversity seminars by giving insight into our own teaching materials and methods. We focus herby on interaction with students and self-reflexive biographical exercises. During our years of teaching experience and our current research on teaching diversity in social work we have encountered challenging moments in which discussions and 'opinions' appeared to be unsolvable and gridlocked. We understand these moments of resistance as signs of crucial learnings points. Identifying these moments as valuable signs of turning points that represent a possible shift within our students enables us to better understand and address them. Hence, secondly, we want to facilitate an open exchange of experience and ideas (e.g. by using the fish bowl method) on how these moments emerge and how they can be addressed. We also work towards generating an interest group, such as peer support, which, even over lasting the conference ,might exchange crucial teaching moments and questions.

Keywords: teaching Diversity, Identity, learning points.

ECSWE-53995

Social Work Values or Neoliberal Values? Values-talk in Social Work Education in England

John Harris - Coventry and Warwick Universities

Abstract:

There is much values-talk about difference and diversity in social work education in England and this is widely regarded as a progressive development that, over time, has become so established that what are termed 'social work values' are now accepted with little questioning. This lack of reflection about social work values is probed, beginning with a historical excavation to reveal the background to their emergence from the social democratic welfare state, via critical and radical perspectives concerned with shifting the balance of power in favour of marginalised groups and the process that led to their transformation and official embrace by the New Right. After completing the historical excavation, the enduring influence of their historical origins is noted, their nature is interrogated and problems they pose are explored. For example, official social work values are presented as self-evidently true and analysis free. They do not critique social work and its oppressive facets. Instead they allow social work to present itself as having a moral and political purpose in the broadest and vaguest sense, such that any shade of political opinion held by a (critical/radical/liberal/conservative) social worker can be encompassed by them, while oppressive organisational structures and cultures go unchallenged.

ECSWE-55002

Educational policies and practices to promote equity: social work discourses on diversity, inequalities and school inclusion

Maria Sidalina Almeida - Instituto Superior de Serviço Social do Porto

Abstract:

The Portuguese education policy advocates inclusive education and non-discrimination, reflecting principles to respond to the diversity of needs and promote the potential of each student. It states that diversity should be recognised and valued as a source of learning and development, focusing on building an inclusive school. Multidisciplinary teams including social workers are highlighted as fundamental pillars for the implementation of policies and practices for diversity, equity and inclusion. Using a qualitative methodology, based on content analysis of legal documents and semi-structured interviews with social workers at who supervise social internships at schools, we intend to get to know their perceptions regarding the knowledge and competences which enable them to implement practices for diversity, equity and inclusion, particularly in the understanding of the intersectionality of social differentiation categories such as gender, social class, ethnicity, functionality and sexual orientation, which tend to be transformed into inequalities. In addition to the recognition of systems of exclusion operating from these categories, it is necessary to attend to the intersectionality of inequalities. For, multiple inequalities not only co-exist, but also interconnect and influence each other, they "multiply" and generate new situations that reinforce existing ones. We perceive that the social worker with a view anchored in the ecological perspective is attentive to what is lived in school and on the other side of the school, is a professional with competence in intercultural mediation of differences and, therefore, his action takes centre stage in the promotion of processes focused on the promotion of social inclusion.

ECSWE-56425

Assessment of deinstitutionalisation opportunities in Kosovo: understanding the context relationships between users, professionals and the system

Kaja Zoran - Social Protection Institute of the Republic of Slovenia

Andreja Rafaelič - Social Protection Institute of the Republic of Slovenia

Andraž Kapus - Social Protection Institute of the Republic of Slovenia

Katarina Ficko Mauch - Social Protection Institute of the Republic of Slovenia

Abstract:

Deinstitutionalisation is a process in which we strive to close big institutions and create care in the community, by providing a variety of different services in the community and individualized and personalized care for each individual's needs. However, it is also important to define deinstitutionalisation in a broader way, since it represents a fundamental shift in the power relations between users and professionals and social understanding of disability and support. In this paper, we will present the assessment of the deinstitutionalization opportunities in Kosovo. The aim of the research was to assess the current situation in Kosovo in terms of deinstitutionalisation opportunities and in order to push the process of deinstitutionalisation forward and prepare an action plan to strategically support the process. In the research process we tried to achieve a transversal understanding of the living conditions, ways of working, modes of organization (in the institutions, in the community) and provide the framework for action that encompass diverse layers of existenc; from the everyday world of to methods and approaches of working with users and political, historical and cultural (values) realms of action. In the triangulation process we paid attention to the contextual impact on the services and mode of delivery, personal accounts of actors, inter-agency relationships and the systemic processes and structures. Research results provide basic information on social welfare legislation and field data on institutions and community services, and also social and political context connected to deinstitutionalisation.

Keywords: deinstitutionalization assessment , anticolonialism, people with disabilities.

ECSWE-57998

Social Work in Educational System

Nino Shatberashvili - Ivane Javakhishsvili Tbilisi State University

Abstract:

This paper examines social workers readiness in professional role fulfilment in education system in which social work as a profession has just been introduced in Georgia. It will discuss the institutional framework of Georgian educations system, present the structure within which school social work is developing.

The role of school social work will be presented in the context of the United Nations Sustainable Development Goals (SDGs). It attempts to scrutinize the link between the social work mandate and contribution to meeting the goal N1 (no poverty), 4 (quality education), 5 (gender equality) and 10 (reduced inequality) as their professional role within the wider social development context.

The paper will discuss what skills and knowledge base social worker needs to prevent children's involvement in risky behavior, to positively change school environment, to increase social cohe-

sion at school; what is profession's potential to scrutinize what individual and/or cultural executional promote violence, inequality, injustice at school. How ready social workers are to respond on diverse school environment, where children of different ethnic, religious, educational needs, traumatic experience are studying together. After the hosting Ukrainian children in Georgian schools social workers feel even more pressure to possess particular skills for which they do not yet feel professionally confident. Therefore capacity of social work programs will be highlighted in terms of maximizing social work potential to impact on psychosocial wellbeing of children.

Keywords: social work, diverse school environment, social work education.

ECSWE-58071

Designing critical Social Work Education to counter inequality and discrimination in the changing contemporary context

Padmaja Barua - Western Norway University of Applied Sciences

Abstract:

In the current conjuncture, it has become imperative to design social work education that deepens understanding of how inequality and diversity intersect to shape the living conditions of people and communities, within the context of an increasingly globalized world where new forms of inequality and exclusion have emerged. My presentation is about a social work course that I designed for a higher education institution in Norway in 2022 which addressed the theme of socio-cultural diversity and social inequalities in social work. The course focused on how social inequalities are produced based on the diverse categories occupied by individuals and groups such as race, gender, class, ethnicity, ability or disability and migration/citizenship status, and how diversity and inequality are instrumental in shaping the distribution of power, privilege and resources in a given society. This course is very innovative, in the Norwegian context, as it problematizes inequality and diversity across the global North and the global South axis; is one of the very few undergraduate social work courses in English which has a global focus and is classroom based. This presentation highlights the goals, pedagogical approach, the process of execution and reflections of the students who participated in the course. Directly linked to the conference theme of diversity, intersecting inequalities and the pedagogy of hope in SWE, this presentation has important implications for policy and practice related to the development of social work education that equips students to promote the goals of social justice, equality and human rights in their future work with marginalized populations.

Keywords: critical social work, structural social work, critical pedagogy.

ECSWE-58283

The Faculty of Social Work at the Complutense University of Madrid (UCM) and its commitment to the 2030 Agenda: training and awareness for diversity and sustainability

Aurora Castillo Charfolet - Social Work Faculty. Complutense University at Madrid
Carmen Miguel Vicente - Social Work Faculty. Complutense University at Madrid

Abstract:

We want to share with the European Conference of Social Work Education 2023 the experience of our Faculty   in diversity and sustainability. We build learning models for social intervention starting from theoretical concepts that offer social workers some keys based on inclusion and

respect for natural resources to read reality.This will allow them to be prepared for interventions in increasingly unpredictable and complex situations.

The creation of the Delegation for Diversity and Sustainability in the Faculty responds to demands of various kinds. This Delegation has been replicated in other centers, since it contributes to promoting and facilitating the inclusion of diversity in the Faculty, through concrete actions and participation in various campaigns. (Miguel, Medina, Ramos and Durán, 2022)

In terms of sustainability, we have contributed to the care of the environment by improving waste recycling, reducing the use of paper and improving green spaces, as well as by promoting the circular economy. We have also encouraged students and Faculty participation in courses that provide training in sustainable social and inclusive environmental development (Blanco, 2014)

In this work, we show some successful experiences in generating new ways of relationship and inclusion in the faculties and schools of social work. Sharing learning and reflecting on it will help us teach better.

Bibliographic references:

Blanco Carrasco, Marta. (2014). Social Work and sustainable wellbeing: Key example of Good practices.

Miguel; Medina; Ramos y Durán, (2022). ODS4. La accesibilidad en las Universidades de la Comunidad de Madrid: Que nadie que se quede atrás. Revista Internacional de Diversidad en Organizaciones, Comunidades y Naciones 1(1), 81-92.

Keywords: Social Work Education. 2030 Agenda. Diversity. Sustainability.

ECSWE-59342

Training Students for an Intersectional Anti-Racist School Social Work Practice

Christine Mayor - University of Manitoba

Abstract:

Background and Purpose:

There is a lack of literature on school social workers and intersectional anti-racist practice. This presentation provides findings from a critical qualitative study that explored the research question: What can we understand about the role of school social workers in reinforcing or challenging intersectional inequity via whiteness, anti-Blackness, and trauma?

Methods:

Nineteen in-depth, semi-structured interviews were conducted with school social workers from elementary and high schools in Ontario, Canada, recruited through social work associations. The purposive sample was predominantly female (84.2%) and white (68.4%). Semi-structured prompts were used to debrief participants' assumptions about four snapshot vignettes. Data were analyzed through Lawless and Chen's (2018) critical thematic analysis.

Findings:

The data analysis revealed many participants had a lack of knowledge about the reality of racism in schools. Participants described protecting white teachers and systems, became avoidant or anxious when talking about racism, or problematically adultified Black students. Many did not see interrupting racism as part of their responsibility. There were also some hopeful findings, with multiples illustrations of intersectional anti-racist advocacy on individual and systemic levels

in schools.

Conclusions and Implications:

The findings highlight the need to better train future social workers in an intersectional anti-racist practice. For example, pedagogical changes might include using case studies and role-plays to practice systemic advocacy, policy change, and supporting those who are experiencing racism in various settings. Future research could explore the impact of these pedagogical changes on students' perspectives about their responsibility to co-create a more diverse and equitable environment.

Keywords: school social work, anti-racism, anti-Black racism, critical qualitative research.

ECSWE-61294

Paediatric palliative care professionals' perceptions of cultural diversity and its implications for intervention. Steps to work the axes of inequality in health from social work

Soraya Hernández Moscoso - Hospital Sant Joan de Déu de Barcelona

Josep Maria Torralba Rosselló - Universitat de Barcelona

Abstract:

Health professionals caring for children with palliative needs are challenged to work in an environment of social change and cultural flux. To avoid being generators of inequality, it is essential to identify the elements that facilitate equitable care. The social worker, as a professional with expertise in caring for a diverse population, is a key figure in raising awareness and educating other healthcare professionals.

The purpose of the presentation is to share the perceptions of paediatric palliative care (PCP) professionals at the Maternity and Children's Hospital "Sant Joan de Déu" in Barcelona (Spain) in relation to cultural diversity. The methodology applied consisted of a descriptive exploratory research, through 10 semi-structured interviews/focus groups with professionals, analysing them with the Atlas-ti v.22 and a case study approach.

The most relevant findings have been gender roles and identity constructions together with ethnicity, sex and economic class in a matrix where diversity is understood not only as a difference in traditions but also in family structures. All professionals detect barriers in care related to diversity and a lack of awareness of diversity that leads to all families being treated in a standardized way. The social worker is recognized as a key professional in the detection of needs related to health inequalities and in the development of cultural competences.

In conclusion, the interviewees consider that they have little intercultural competence, which could lead to inequalities in care. But there is an interest in training in cultural diversity that could be provided by the social worker.

Keywords: paediatric palliative care professionals, cultural diversity, inequality in health, social worker.

ECSWE-62373

Cultural Competence In Social Work As Challenges For Social Work Educators And Practitioners – Inter-Country Comparision

Nino Zganec - University of Zagreb, Faculty of Law, Department of Social Work

Jovana Skoric - University of Novi Sad, Faculty of Philosophy, Study Program of Social Work

Abstract:

Different questions connected with the multicultural social work practice occupies interest of social workers during the decades. In 1984 Gallegos stressed that „social worker who does not posses skills, attitudes and knowledge for successful work in different cultural conditions is incompetent". Similarly, American Council on Social Work Education confirms it with the statement that one of the goals of social work education includes „preparing of social workers to work without discrimination, with respect and with the knowledge and skills that refer to client's age, class, coluor of the skin, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation" as well as that social workers should show the ability to work on such manner since this is one of the specific goals of the social work profession (CSWE, 2001).

In this presentation we will present the results of the empirical research that was conducted to analyse and compare the knowledge, attitudes and practices of social welfare employees in Serbia and Croatia when it comes to the domain of cultural competence. The main results of this research indicate a lack of application of the cultural competence principle when it comes to professionals in both countries, as well as a minimal involvement of institutions/organisations in dealing with this topic. The authors will make recommendations in the direction of more proactive and culturally competent professionals in the field of social welfare in both countries.

Keywords: Social Work, Multicultural Social Work, Cultural competence, Educators and practitioners.

ECSWE-62527

Emotions as relational practice in social work education – learning from students' narratives of emotions through an intersectional perspective

Nina Östman - Helsinki University

Abstract:

Emotion is widely acknowledged as an inseparable part of social work practice and education. Yet, the complexity of this relationship is often approached (if approached at all) with ambivalence and uncertainty. There is little research concerning emotions and their impact on diverse relational practice withing the frame of social work education. In postcolonial feminist theory and intersectional analysis emotion is theorized as a social and performed activity rather than an individual experience. In this paper I suggest, that to incorporate theoretical understanding of emotions as collective doing into relational social work practice can bring forward unexplored dimensions of a diverse social work.

The aim of this paper is to contribute to a deeper theoretical understanding of emotion through a postcolonial feminist and intersectional framework in social work education through social work students' narratives.

Empirical material for the research is collected through reflective seminars in a course for social work practice teaching. Students written memories of emotions in relational practice will function as the starting point for joint reflection creating a cooperative and engaging learning and research process. Memories can work as a bridge, connecting experience with theory. In my presentation I will share preliminary results from my narrative analysis of the seminar work and written memories.

The research contributes to new knowledge about what students' emotions and intersectional diversity bring into the relational practices of social work. In-depth knowledge offers the opportunity for creating of new strategies relational practice to promote change and combat oppression.

Keywords: emotion, relational practice, intersectionality, education.

ECSWE-63080

Gymkhana on disability awareness among social work students

Maria Elena Cuartero-Castañer - Universitat de les Illes Balears

Ana Josefa Cañas-Lerma - Universitat de les Illes Balears

Tatiana Casado de Staritzky - Universitat de les Illes Balears

Joan Albert Riera-Adrover - Universitat de les Illes Balears

Abstract:
The students of the subject Dependence and Vulnerability of the degree of social work of Universitat de les Illes Balears carried out a teaching innovation activity to raise awareness of disability. For this purpose, an active immersion methodology based on reflective learning was used. Each student was assigned a disability situation (blindness, amputation of limbs, legs or arms, hearing loss or dumbness) with which he/she must carry out a mission in the university context (an administrative procedure, going to look for a book in the library or buying a soda). The objective was to experience how people with disabilities face their daily life at the university. Different technical aids such as distorting glasses, wheelchairs, soundproof helmets, and others were used to carry out the simulation.
The students performed a group reflection work explaining their difficulties. Then they carried out an individual reflective work based on some questions and an analysis based on the Barthel index test. The qualitative data are analyzed based on the group intervention and the written work.
College students reported various emotions during the activity, such as frustration, anguish or despair. Students were much more critical of the university environment for not having services accessible to the entire population. The students wrote a letter to the dean's office to request some measures of change that would allow greater accessibility. This work allowed students to approach an invisible reality, reflect on the daily challenges faced by people with disabilities and have a critical attitude towards society.

Keywords: Social Work, College Students, Disability, Awareness.

ECSWE-63205

Hello Social Work? Are You There?

Anna Przednowek - Nipissing University

Aline Bogossian - University of Montreal

Abstract:
Globally, there is an unequal representation of the issues facing persons with learning disabilities (LD) within social work education.
Purposefully entering contested territory, we seek to reflect on whether disability needs social

work (Sapey & Pearson, 2004). Our local practice and research experience with persons with LD, and our alignment with self-advocates, social work practitioners and educators (Schormans et al., 2021) inform our choice to explore this question. We join others to demarginalize learning disability in social work education (Fuld, 2020) drawing on small but promising examples of solidarity between self-advocates and social workers for direction (Schormans et al., 2021).

Neoliberal and austerity measures in social and health care have produced inequities in services and supports, and increased segregation and isolation (Spagnuolo, 2016). These were further exacerbated by COVID highlighting how pressures on social and health care systems in the Global North, rendered persons with LD as burdensome, in need of segregation through intrusive distancing measures, and in most extreme cases, as a surplus population (Adams, 2022). Social workers engage with persons with LD and their care partners in generalist and specialized practice settings often fraught with oppressive ableist practices (Schorman et al., 2021) though not always prepared for this practice (Fuld, 2020).

As we find innovative methods for enriching course curricula with the input of persons with LD (MacDonald et al, 2014) and for thinking through the space and place of disability content in curricula and professional programs we become cautiously optimistic about the role of social work in the lives of persons with LD and their families. All is not hope-less.

Keywords: learning disability, social work education, inequality, ableism, solidarity.

ECSWE-63492

"Experienced Involvement (ExIn) in social psychiatric supply of Germany - challenges and chances"

Susanne Bauer - University of Applied Sciences Fulda

Abstract:

The european Leonardo Da Vinci project "Experienced Involvement (ExIn) Recovery Support 2005-2007" developed the "Curriculum for the Qualification of Experts by Experience in Health Care" under participation of experts by experience, psychiatric professionals, researchers and teachers. Aming to generate qualitative upgrading of social psychiatric supply also through better understanding of the needs of those affected. The structured qualification measure was created also in order to generate acknowledgment for occupation of ExIn in social psychiatric supply. Central elements within are empowerment, resource orientation and provision of hope, focussing on recovery. This study deals with the dissemination of ExIn in German social psychiatric supply, centering the question: „When do ExIn experience themselves as acting professionally and what contextual factors arise for this?" Using a mixed methods design, quantitative data was gathered about the situation of employment for ExIn by distributing 2400 questionnaires to services and clinics via regional coordination offices of psychiatric supply (return 500). Further qualitative data about factors for success in implementation, but also barriers was collected by 17 semi-structured expert interviews with teamcolleagues and ExIn: both, questionnaire and guidelines, were constructed considering expectations captured in focus groups with prospective recovery support staff. The results name chances for dismantling structural hurdles, measures against prejudices and stigmatization as well as the dense view of health and illness, challenging inequalities. Further conditions for making participation work and thus also fairer design of ac-

ceptable helps, but also effects on enhancing social and economical situation for ExIn and conclusions for service user Involvement in social work studies are provided.

Keywords: Peer support, Service User Involvement.

ECSWE-65039

Diversity (Difference) and Inclusion in Neoliberal Times: How to Prevent Misappropriation of the Concept Through Social Work Education

Gabriela Novotna - University of Regina

Abstract:

Social work education has been lauded for preparing future social workers as professionals and informed citizens that would strive for equitable treatment of all members of society where diversity (or difference) is accepted and celebrated. With the significant social and economic changes in most high- and middle-income countries in the past three decades, neoliberalism successfully extended its market relations into the social sphere of life and has inevitably affected how society perceives diversity and inclusion.

In this paper, we argue that diversity has become a buzzword, and its superficial, rather than structural, implementation continues to withhold equitable and fair treatment to those most affected – the racialized, gender-diverse, (dis)abled, or economically disadvantaged individuals.

Second, the notion of diversity and inclusion in neoliberal terms reinscribe inequity and postcolonial power relations. Third, diversity and inclusion often lead to the commodification of the "Other" by predominantly white institutions that continue to be gatekeepers for members of non-dominant groups.

In seeking solutions through social work education, we draw on the concepts of conscientization as a process where meaningful praxis becomes an integral part of the international social work curricula. The considerations on how to disrupt global north neoliberalism in higher education, including social work, and its effect on the global south will be discussed.

Cahill et al. (2018). The Sage handbook of neoliberalism. Sage Reference

bell hooks (1994). Teaching to transgress: Education as the practice of freedom. Routledge

Keywords: diversity, neoliberalism, praxis, conscientization.

ECSWE-65733

Haunting a ghost – Tracing the colonial turn in social work education

Sandra Holtgreve - RheinMain University of Applied Sciences

Abstract:

Post and decolonial perspectives have received increasing attention in social work education as a perspective that makes sense of diversity and intersectional forms of discrimination. Over the last decade, it has been included in professional norms and standards: in the Global Standards for Social Work Education "supporting the advancement of social work education free from colonial influences" (IASSW-IFSW 2020) has become an aspired goal. At the same time, traces of these perspectives that form the 'colonial turn' appear very scarcely in official social work curricula. How comes this contested impression into existence that the discussion about colonialism and its aftermath is everywhere and at the same time nowhere? My contribution discusses a research strategy employed to trace the ghost of post- and decolonial perspectives. Based on an

empirical study of four social work curricula across Europe and Latin America the contribution presents a comparative scheme and method of curricular analysis employed to measure the impact of the colonial turn in social work education. The experience gained from applying this approach shows that knowledge of the colonial turn already goes further than it seems at first glance. As a result, the study pleads for a more differentiated view of social work curricula when it comes to the question of how knowledges like the colonial turn are embedded. Ultimately, the lecture draws a brighter and hopeful picture of how curricula are already responding to diversity in the social world, even if the literal references do not seem so at first glance.

Keywords: decolonisation, curriculum, methods, diversity.

ECSWE-66081

Knowledge curation and generation by social work journals and its implication for education

Jeanette Schmid - Vancouver Island University

Marina Morgenshtern - Trent University Durham-GTA

Abstract:

Recognizing that social work disciplinary knowledge is reflected and replicated in the profession's academic journals (Linsey and Kirk, 1992) and noting that alternative knowledges are increasingly valued (Arce, 2020; Price and Artaraz, 2013), we wished to establish whether and if so how, alternative knowledges are being reproduced in these academic repositories. We sent a questionnaire to all disciplinary journals, receiving 28 responses from social work journals and three from allied journals. Post-modern, critical social work formed our conceptual lens. Our exploratory research confirmed that journals, which tend to represent the global North, mostly reproduce dominant social work knowledges that are strongly informed by Western and particularly Anglophone notions of social work. Alternative knowledges are constructed as gaps in mainstream scholarship or are othered as 'international' or 'indigenous'. Journals overlook local marginalized, subjugated knowledges and structural barriers to the inclusion of such knowledge. Further, the findings suggest that despite the almost uniform agreement that social work journals should be and are inclusive of a variety of knowledges, limited space is created for such alternatives. If the formal literature excludes these knowledges, both pedagogy and social work research are impoverished. An intentional and complete description of social work is achievable if journals reviewed their mandates, used the available collection of strategies to facilitate the inclusion of alternative knowledges and developed an international commitment to hearing all social work voices.

Keywords: social work journals, social work knowledge.

ECSWE-66791

Integrating Human Rights into the Social Work Curriculum to reduce inequality

Shirley Gatenio Gabel - Fordham University

Susan Mapp - Elizabethtown College

Abstract:

As a human rights profession (Mapp et al., 2019; United Nations Centre for Human Rights et al.,

1994), social workers must learn ways to advance equity and justice to reduce inequality and oppression. Thus it is essential for social work programs to include this material in their curriculum since it is only by learning to practice these skills that social workers can realize human rights for individuals, regardless of their intersecting identities (Reynaert et el., 2022). However, research has found an emphasis on teaching the human rights instruments and principles rather than how to actualize a rights-based approach for justice in social work practice (Chen et al., 2015; Swigonski, 2011). To achieve human rights for increasingly diverse populations, the social work curriculum should educate social work students about using human rights principles (including anti-discrimination, equity, and inclusion) to promote equity and justice and prepare them to practice from this perspective. To accomplish this, this session will review strategies to assess the curriculum to achieve these goals, as well as potential methods programs can adapt. Based on previous research (Gatenio Gabel & Mapp, 2019), the presenters will share an exercise designed to help educators assess the extent to which a social work curriculum integrates a rights-based approach based on human rights principles of participation, inclusion, accountability, transparency, and equity. This tool assesses human rights content and skills training in social work curriculum to train social workers to reduce inequalities and increase hope for all peoples.

Keywords: human rights; justice.

ECSWE-68602

Integrating Diversity and Intersectionality in Experiential Social Work Education: The Practicing Alliance Model

Shelley L. Craig - University of Toronto

Michael P. Dentato - Loyola University

Abstract:

Social work students across all countries are increasingly expected to engage diversity and difference in practice, yet few approaches in social work education explicitly focus on strengthening skills required for such allyship engagement. Constructs such as cultural competence, cultural humility, and intersectionality are often difficult for students to learn and for educators to teach effectively. This article describes Practicing Alliance, a curriculum that extends the Ally Model for Social Justice through a systematic integration of experiential learning theory, designed to increase the allyship skills of social work students across social locations. Participants (N = 85) in the pilot evaluation were students in the first (n = 21) and second year (n = 47) of a two-year Canadian MSW program. Practice experience ranged from 1–2 years (17.76%) to over 5 years (37.65%). Following completion of Practicing Alliance, 100% of participants reported that they were better able to practice allyship, 91% agreed that they were better equipped to intervene in incidents of discrimination, and 93% stated that Practicing Alliance contributed to their development as a social worker. Qualitatively, participants reported increased confidence in utilizing their allyship skills. This presentation will describe the Practicing Alliance model and the integration of experiential learning theory, provide concrete curriculum integration strategies that highlight intersectionality and identify recommendations for implementation within social work education.

Keywords: Cultural humility; diversity & inclusion; experiential learning theory; intersectionality.

ECSWE-68902

Journeys to International Collaboration in Social Work Education

Carol Cohen - Adelphi University

Jorune Vysniauskyte-Rimkiene - Vytautas Magnus University

Abstract:

Using both literal and metaphorical frames for journeys, we will examine the path to collaboration of our two social work education programs and universities, one in Eastern Europe and one in Northeastern United States. Since meeting over 10 years ago, we have been journeying together, first through individual connection, next engaging our social work programs, and then linking universities. Along the way, we infused our personal identities and diversity in this bridge-building endeavor, fostering inclusion of colleagues and constituents.

Our purpose is to engage attendees' consideration of how their own journeys can intersect internationally – not to suggest a step by step, universal route. Through concepts of equifinality, we understand that multiple paths can lead to the same or similar outcomes, and conversely that similar efforts may result in dissimilar outcomes. Although we had some possible destinations in mind, we came together with previous experiences and knowledge of the sometimes contentious paths of others. We needed to rely on opportunity, professional instinct and intuition about the capacity of our relationships and potential partners.

Retrospectively, we can chart our progress, critical encounters, challenges and some roads ahead. As supported in the professional literature, we will examine our journey to international collaboration through multiple lenses:

• Developmental stages,

• Cross-cultural and anti-oppressive engagement,

• Feminist integration of personal, political and professional,

• Social work values and ethics.

We invite others to share their journeys, diverse destinations and lessons learned, in an effort to expand paths of hope, and development of social work collaboration internationally.

Keywords: Partnership, Diversity, Identity, University.

ECSWE-69823

Challenging Spirituality: Teaching Spirituality in Social Work within "Exceptional Case" Europe

Michal Opatrný - University of South Bohemia

Abstract:

Focusing on the different waves of refugees coming into the European Union from the Global South and Eastern Europe raises the need to deal with and cope with their diverse cultural and religious origins as a crucial factor of their integration. Moreover, the last development of so-called post-secular thinking within Europe underlines this need. The so-called "cultural wars" between supporters of refugees and defenders against them grow from different worldviews and values. It impacts the construction and discourses of the welfare, well-being or social rights within the societies of the European states. Thus, studying different spiritualties and a particular focus on the spirituality of the workers and clients becomes important. This situation requires

changes in the education of future social workers and the life-long learning of current social workers. However, Europe is an "exceptional case" because its secularity consists of believing without belonging.

This contribution is based on an international conceptual project and a Czech applied research project which focus on spirituality in social work. The international project explores possible approaches to spirituality in European social work praxis and education. The second project focuses on the spirituality of elderly clients that grew up and went through both formal and informal socialisation in the communist period of Czech history.

The contribution summarises the findings of both projects, their interpretation, and general principles for the education of social workers at master's level or in life-long learning programmes. The conclusion aims to formulate particular recommendations for teaching spirituality in social work.

Keywords: Spirituality, Ethics, Elderly, Refugees.

ECSWE-70295

Cultural diversity and intercultural mediation in the training of social work students

Carmen Verde-Diego - Universidade de Vigo

Yolanda García Vázquez - Universidade de Vigo

Paula Frieiro - Universidade de Santiago de Compostela

Abstract:

Background and purpose: Social work students must acquire a number of competences and skills for an adequate future practice of the profession that is respectful and non-paternalistic towards clients. Among them, the acceptance of difference and interculturality, as well as the gender perspective, are transversal competences that future social work professionals must possess.

Method: The study gathers an experience on the perception of cultural diversity by students (n=100) who have already experienced a work simulation through internships. Through ad hoc questionnaires and discussion groups, we have delved into the conceptualisation they have of migrants and by the possible conflicts arising from the fact of being migrants (conflicts between migrant population; between migrants and a professional; between the professionals themselves regarding the migrants attended; between them and other social systems...).

Findings: A certain social rejection towards the immigrant population is noted (problems of access to housing, work, etc.). Hierarchical problems have been identified (between technician-user) and ethical problems (Eurocentrism, sexism, paternalism vs. autonomy) experienced by students in social services.

In the classroom, we have worked on conflict management and its possible resolution through the fundamentals of intercultural mediation, considered a subtype of social mediation and differentiated from social integration or cultural mediation (Giménez, 1997).

Giménez Romero, C. (1997). La naturaleza de la mediación intercultural. Migraciones, 2, 125-159.

Keywords: Interculturality; intercultural mediation; migration; training; intercultural mediation.

ECSWE-71521

The Subjectivation of Difference and Decolonial Social Work

Martina Tissberger - University of Applied Sciences Upper Austria

Abstract:

Europe is haunted by its own coloniality. More and more people are migrating to Europe because they no longer have a livelihood in their countries of origin due to centuries of exploitation by (neo-)colonial dependencies. However, the discourses on migration in Europe are characterized by historical amnesia; Europe's involvement in the history of exploitation is ignored, its responsibility suspended. Refugees are perceived as 'social smugglers' and anti-migration, right-wing populist parties are gaining power. The coloniality of power in Europe is therefore unbroken and with it the racism that pervades all areas of society. This paper will examine how these power relations at the intersections of racism, gender and sexuality affect the subjectivation of people. For example, what does subjectivation mean under conditions of anti-Muslim racism? How does Social Work (Education) react to these powerful relationships of difference? And last but not least: what could decolonial social work look like? The investigation of these questions follows the tradition of cultural studies as decolonial epistemology and applies postcolonial theory, gender and queer theory as well as a post-structuralist-postcolonial psychoanalysis.

Keywords: Decolonial Social Work, Subjectivation, Diversity, Intersectionality.

ECSWE-72202

Bringing Hope through Religion and Spirituality to the Social Work Profession

rebecca ranz - Sapir college Israel

Merav Moshe-Grodofsky - Sapir College Israel

Abstract:

Background: Religion and spirituality are fundamental resources, especially as resources of hope and meaning for many populations coping with life challenges and stresses. Schools of social work prepare future professionals to address life challenges and stresses, yet religion and spirituality as key resources to address these challenges and is not integral to mainstream social work education. This current state of affairs raises questions as to whether future social work professionals are prepared to address these resources with their clients, many of whom adopt these resources in their daily lives. Method: This study presents the findings of a cross – sectional study of 131 Israeli Jewish and Arab social workers, the majority of whom were women, that aimed to predict the probability that social workers will integrate religion and spirituality in practice. Study participants responded to the Religious/ Spiritually Integrated Practice Assessment Scale. Findings: show that social workers have favorable attitudes and high levels of self-efficacy as they relate to religion and spirituality. However, study participants reported almost no training in this area and even lower levels of engagement of client's R/S beliefs in practice. Conclusions: The current lack of adequate religious and spiritual training not only affects practice but may also limit tolerance, understanding and respect for religious and spiritual issues within academic settings, ultimately alienating students who identify themselves as such.

Keywords: Hope , Professional Training; Mainstream; Practice.

Engaging diverse voices to scaffold education for transformative mental health social work practice

Brenda Morris - Carleton University Canada

Cynthia Clark - Royal Mental Health Group Canada

Emily Deacon - Royal Mental Health Group Canada

Julian Lue - Carleton University Canada

Melissa Petrakis - Monash University Australia

Amanda Rocca - Mental Health Social Worker

Tim Simboli - Canadian Mental Health Association Canada

Fiona Smith - La Trobe University Australia

Fred Velander - Charles Sturt University Australia

Louise Whitaker - Southern Cross University Australia

Abstract:

United Nations calls for the decentering of biomedical and neoliberal paradigms dominating mental health and social care systems internationally demand that social workers orient mental health practice toward multi-level systems transformation (UNHRC, 2017). Preparing students to engage in such transformational practice requires a clear conceptualization of mental health social work competency (Bogo, 2018) and ongoing critical reflection on educational practices, not only in the classroom, but across the career trajectory. Of critical significance is the explicit educational aim of decentering empowered biomedical knowledges, that left unexamined can reproduce those unequal relations of power that result in harm to service users and families within both education and mental health practice (Davis, 2020). The research discussed in this presentation engaged diverse perspectives including service users, educators, mental health social work managers and directors, students and current social work practitioners from Canada and Australia to identify how, where and what educational practices hold transformational potential for mental health practice. Grounded in co-operative inquiry methodology that itself mirrors power equalization and respect for diversity (Reason & Heron, 2013; Short, Halton, Morris, Rose, Whitaker, Russ, Fitzroy, Appleton, Adamson, Woolven & Rush, 2022), the presentation concludes with reflection on those strategies that can prepare and support social workers to sustain commitments to social justice and social responsibility throughout their careers in mental health policy and service delivery. This research invites discussion about how to teach for transformation and foster hope for change that honors diversity, equity and inclusion.

Keywords: Transformation mental health diversity.

The incidence of the affective turn on Social Work academic training in Argentina

Melisa Campana - Complutense University of Madrid

María Eugenia Hermida - National University of Mar del Plata

Abstract:

This communication is part of the research project entitled "Feminisms, affective turn and situated thinking: approaches from training, research and intervention in Social Work", of the Resear-

ch Group on Sociocultural Issues, National University of Mar del Plata, Argentina. This project, directed by the authors of this paper, aims to analyse the contributions of the affective turn in a feminist and situated perspective, in its power to shape processes of training, research and intervention in Social Work.

Within contemporary feminisms, the field of theoretical-reflexive experimentation known as the affective turn has generated, in recent decades, numerous debates on the political relevance of affects and emotions. The affective turn seeks to problematize the role played by affects and emotions in the sphere of public life and their operability in the management, reproduction and continuity of the power structures that organise social relations.

Considering this, our presentation explores how (if at all) the affective turn has influenced the training of Social Work professionals in Argentina, paying special attention both to the current curricula in undergraduate courses and to the postgraduate disciplinary offer in our country, seeking to elucidate whether and how classic notions such as empathy, solidarity, accompaniment, have been re-signified in the formal instances of contemporary professional training.

Keywords: Social Work – undergraduate training – decolonial feminisms – affective turn.

ECSWE-77614

Active and healthy ageing in the framework of the Decade of Healthy Ageing

Esther Raya Diez - University of La Rioja

Ana Belén Cuesta Ruiz- Clavijo - University of La Rioja

Abstract:

Life expectancy has increased worldwide, particularly in developed countries. Adding years to life must go hand in hand with quality ageing processes. The WHO has defined healthy ageing as "the process of promoting and maintaining the functional capacity that enables well-being in old age" (2016, p. 14). The vision is therefore broadened to include all areas of life and not only those related to physical health and care, but also encompasses aspects such as employment, housing and social participation, among others.

The communication presents an analysis of ageing policies in the case of Spain, and their adaptation to the actions set out in the Decade document. The decentralised nature of social policy in Spain implies a diversity of models of action and planning speeds.

The Decade of Ageing has established actions in four areas and identified those corresponding to the member states, the WHO and associated entities. Based on the content analysis of both the decade document and the plans on ageing approved in Spain in the period 2015 to 2022, the areas of coverage are identified, as well as the existing shortcomings. The main results include, on the one hand, the need to develop decentralised planning to enable the development and orientation of actions at regional and local levels; and on the other hand, the consensus on issues related to the promotion of healthy ageing and participation, as well as measures aimed at intervention with dependent elderly people.

Keywords: ageing social work social services planning.

ECSWE-77620

Invisible families

Emőke Bányai - University of Miskolc

Boróka Fehér - BMSZKI

Abstract:

This paper addresses intersecting inequalities homeless families face, discussing possibilities of involving research in the education of students of social work to get a deeper understanding of intersectionality and inequality in theory and practice.

Our research targeted homeless families/mothers with children. In the first round of our research, we explored the life stories of 31 homeless mothers who no longer have custody of their children. Through secondary data analysis we gathered some of the difficulties faced by these women from their early childhood on to becoming mothers, losing custody of their children before or after becoming homeless, and how these needs were reflected by the social workers supporting them.

In the second round, we looked into the intersecting inequalities faced by homeless parents (single mothers as well as couples) who lived with their children in temporary hostels for families. We analyzed intake interviews, as well as carried out interviews with social workers to discuss the changes in the lives of these families since they arrived at the service.

The results were discussed with the social workers of the services to gather their opinions and insights. As an additional step, the results were also brought to the classroom of students of social work (some of them doing their practical training in the above, or similar services) to gain a deeper understanding of how intersecting inequalities influence the lives of vulnerable families and reflect on what this might mean for a social professional and the way we think about our role as support workers.

Keywords: intersectionality, inequalities, homelessness, gender.

ECSWE-78214

Family Violence Content in U.S. Baccalaureate and Master's-Level Social Work Programs

Lynette M. Renner - University of Minnesota

Abstract:

Family violence is a violation of human rights and an epidemic of global proportions. Building healthy relationships to end violence is 1 of the 12 grand challenges for social work. Social workers are employed in a variety of settings where they need to screen, assess, intervene, and refer individuals who experience violence. Social workers in the United States (U.S.) are legally mandated to report child maltreatment and elder abuse, but there are no competencies specific to preparing social work students to engage and intervene with client systems that experience family violence. In this study, survey data were gathered on the inclusion of intimate partner violence (IPV), child maltreatment, and elder abuse courses in accredited baccalaureate and master's level social work programs across the U.S. The sample consisted of directors representing 177 baccalaureate and 79 master's level social work programs. Program directors believed that 47% of students would encounter IPV, 55% would encounter child maltreatment, and 25% would encounter elder abuse in their field settings. Yet, 6-12% of programs had a course on el-

der abuse, 25-34% had a course on IPV, and 47-60% had a course focused on child maltreatment. These courses were not required for graduation and the majority of content focused on definitions of violence and prevalence rates – which doesn't scratch the surface of the breadth and depth of knowledge and skills needed to effectively work with anyone who experiences violence. It is critical that social work programs look for ways to improve the quantity and quality of family violence content into the curricula.

Keywords: family violence; intimate partner violence; social work education.

ECSWE-78556
Ethics - the common framework for transnational social work

Ulrike Zöller - Htw Saar

Abstract:
The focus of the individual paper is on a common ethical framework for cooperation and teaching in transnational social work contexts. Transnational social work benefits greatly from a common ethical framework that transcends

national circumstances and leads to professional work. There are many starting points that can lead to

common solutions. For according to Ruth Großmaß and Gudrun Perko (2011, p.33), professionals can

develop "a profession-specific ethos that is present and effective in everyday actions and yet remains open to

new insights or new developments in the professional field." Fundamentals of social work ethics can serve as

a basis for transnational cooperation but can also be used for international courses of study and further

training. The contribution will present a frame of reference for social work ethics in transnational contexts. The

author refers to her own experiences with cross-border and transnational cooperation in the so called Greater

Region (border region of France, Luxembourg, Belgium and Germany), as she conducted research on

transnational child protection in the Greater Region in recent years within the framework of the Interreg

project Eur&Qua. With this in mind, the module 'Social Work as a Human Rights Profession' was developed

at the Faculty of Social Sciences of the htw saar, which can be applied in projects of transnational social work

but also in international exchange with students.

Keywords: Ethical framework, cooperation, transnational social work, Social Work as a Human Rights Profession, international exchange.

ECSWE-80547

Afrocentric Sharing Circles as Bridges for Emancipatory Learning, Critical Consciousness, love ethic and Socially Responsible Equitable Practice

Olufunke Oba - Toronto Metropolitan University

Abstract:

Canada normalizes and universalizes Eurocentric worldviews, knowledge and practices which forestalls structural analysis, co-building knowledge and love ethics (hooks, 1970). Universities emphasize equity, indigenization, and internationalization in academic plans, but embedded pedagogies hinder self-reflectivity that builds beloved community. Based on three qualitative studies framed by critical race and Afrocentric theories that utilized the Afrocentric Sharing Circle (ASC) tool, this paper explores how ASC deploys the pedagogy of the oppressed (Freire, 1989) to disrupt hegemony. Findings from the research studies highlight ASC's contributions to equipping social workers for critical consciousness, understanding global complexities, inter-subjective relationships of love and self/other human connectedness. These studies incorporated creativity (art, dance, drumming) and power balancing pedagogies (interracial, intergenerational sharing) to imagine emancipatory transformative education, amplifying marginalized voices to address inequity. Participant observations and debriefs using Afrocentric Sharing Circles showed that the ASCs demystified blackness, enhanced cross cultural awareness, humility, political love and appreciation of racialized group's socio-cultural capital. We argue that ASC's have utility in social work and other helping professions. Practitioners can combine ASC with art or music to stimulate egalitarian dialogue, process emotions and balance power, building beloved community on sensitive topics. Interdisciplinary research that incorporates ASC with social work values of equity and social justice with love at its core, builds bridges, enhances the scholarship of teaching and learning, promoting hopeful socially responsible professional practice
References
Freire, P. (1989). Pedagogy of the oppressed. New York, NY: Continuum
hooks, b. (2003). Teaching community: A pedagogy of hope. New York, NY: Routledge

Keywords: Afrocentric Sharing Circle, Equity, Emancipation, Love ethics.

ECSWE-80822

Reading Beyond the Label: Implications of the Critical Race Theory for the Social Work Practice with Roma Persons

Baciu Elena-Loreni - West University of Timisoara
Lazăr Theofild-Andrei - West University of Timisoara

Abstract:

The current paper uses the Critical Race Theory (CRT) as a backdrop for exploring the meaning and impact of diversity on the everyday life of persons that are identified and labeled as 'others' based on their ethnic belonging. It discussed the results of a pre-COVID-19 research on discriminative attitudes and behaviors against Roma persons in the light of three (of the six) principles of CRT (Abrams & Moio, 2009; Campbell, 2014), with the purpose of providing research evidence on how racist judgments and behaviors manifest in everyday life and produce social identities and power relations which maintain oppressive structures and social inequality. The paper

starts with a social work practice-inspired example on how things can go wrong when social workers are unaware of their own negative race-based stereotypes (first section). It continues with a general description of the situation of Roma persons in Europe and Romania, as an otherized and excluded group, confined at the outskirts of society (second section); a synthesis on the use of the Critical Race Theory (CRT) framework in social work practice (third section); and the presentation of the results of a pre-COVID-19 research on discriminative attitudes and behaviors against Roma persons in Romania, explained in connection with the first three principles of CRT (fourth section). The fifth section concludes the paper by discussing the potential implications of CRT for the social work practice with Roma persons.

Keywords: Critical Race Theory, Roma persons, social work with minority groups, racism.

ECSWE-81089

Addressing the challenge of the balance between the sound environment for the child to develop and the requirement to maintain child's ties with its family

Mikhail Gradovski - University of Stavanger

Cecilie Omre - University of Stavanger

Abstract:

Thanks to the scientific and political debates there has been a pronounce change in the way children are viewed in the Norwegian society: a paternalistic view has been changed to the view of the children as autonomous individuals who have rights and own voice. However, there is always a challenge of how to balance between the sound environment for the child to develop and the requirement to maintain child's ties with its family when complex cases concern. The existence of the challenge is proved by the fact that since 2015 Norway lost more than ten cases where child's welfare protection practices were central in ECHR. In turn, this results in a challenge of how to teach the future professionals to address the challenge of the balance between the sound environment for the child to develop and the requirement to maintain child's ties with its family? Our experience with the ten years of teaching of the Mfamily Erasmus Mundus Master Programme allows to point out three teaching practices that help to address this challenge: 1) teaching to treat the children as informants on how they are to be helped and treated; 2) introduction to the use of Family Council model; 3) use of transformative learning practices. Use of teaching these practices encourage empowerment and hope.

Keywords: family; development; Norway.

ECSWE-81528

Preparing Students for Affirming Substance Use Screenings with Transgender and Non-Binary Clients: Effective Adaptation of the SBIRT Model

Michael P. Dentato - Loyola University Chicago

Shelley L. Craig - University of Toronto

Abstract:

Preparing students for practice with transgender and non-binary (TNB) clients must include assessment of risk and protective factors that impact their health and mental health. One effective tool to assist with screening for alcohol and substance use is the Screening, Brief Intervention,

and Referral to Treatment (SBIRT) model. SBIRT is an effective approach for the identification and intervention of hazardous substance use and substance use disorders (SUDs) and for reducing psychosocial and other health problems (Babor et al., 2007). However, the effective application of SBIRT for use among TNB populations has yet to be fully examined, specifically related to impactful teaching and practice methods.

Practitioners using SBIRT cannot assume that standards of care used with cisgender populations will be effective with TNB clients. Adapting SBIRT for TNB populations should maximize benefits while minimizing harm. While there is limited research on implementing SBIRT with TNB populations (Flentje et al., 2019), practice considerations emerge from clinical and empirical literature focused on TNB affirming care (Austin & Craig, 2015; Chen et al., 2016; Dentato, et al., 2019; Glynn & van den Berg, 2017).

This presentation will examine student training associated with practice methods and guidance for affirming SBIRT utilization among TNB populations that includes screening processes and use of screening tools, brief interventions rooted in cultural humility, and gender-affirming care. Further, referral processes that acknowledge the unique SUD treatment needs for TNB clients who require a full assessment and treatment planning for alcohol and SUDs will be discussed based on affirming care standards.

Keywords: Student preparedness, transgender, non-binary, SBIRT model, affirming practice.

ECSWE-82083

The importance of addressing social issues BY first year Social Work-students

Joep Holten - Amsterdam University of Applied Sciences

Yvette Wittenberg - Amsterdam University of Applied Sciences

Murat Gunduz - Amsterdam University of Applied Sciences

Roxane Kroon - Amsterdam University of Applied Sciences

Abstract:

Bringing social issues such as human rights or social inequalities to the attention of students increasingly gets a place within social work education in the Netherlands. At the Amsterdam University of Applied Sciences we inspire our students to become involved in their own learning processes from the moment they start their study. They are stimulated to choose the social issues they want to address themselves, but also to think about the form in which they do this. This way, we stimulate them to become critical, normative social workers who identify and address social issues. These projects result in an event in which 700+ students simultaneously show their work through small exhibitions. Because students choose very different social issues, conversations arise in which the relationship between different social issues is discussed, as well as conditions that shape these social issues. During this process, abstract but relevant theoretical concepts such as power structures, cultural capital and intersectionality come to life.

During our workshop, we reflect on the reason why we do this on the one hand and what this looks like in practice on the other. With our contribution, we want to make a plea that social work education is not only about social issues being dealt with by the lecturer, but that it should be students who take the initiative to get started with social issues. To do this, we want to actively work together during our workshop. The workshop is intended for colleagues who are interested in actively working with students.

ECSWE-82164

Support of Respect for Autonomy in Ethnic Minorities with Mental Disorders as an Opportunity to Reduce Health Inequalities (experience from practice)

Lubica Juríčková - Palacký University Olomouc, Faculty of Medicine and Dentistry, Department of Public Health

Kateřina Ivanová - Palacký University Olomouc, Faculty of Medicine and Dentistry, Department of Public Health

Abstract:

Health is important for social, economic and cultural development of individuals. Differences in health inequalities have social origin and they can be reduced with using adequate tools (Whitehead, 1990). In the Czech Republic, in 2014 there was a change in the values of the social system in the autonomy of the will. The change is legislatively expressed in the Civil Code and is based on the legitimization of social assistance, that a person needs based on his/her experience of the living world (Laan, 1998). These changes have significantly influenced the lives of people with mental disorders whose legal capacity have been limited by the courts. The competences of municipalities that perform public guardianship of these adults have changed. The points of the presentation are as follows: 1. Respect for autonomy in the context of health and social care reform; 2. Importance of support for autonomy in care of ethnic minorities with mental disorders. In the presentation, we will specifically address ad 1) How the government and municipalities do contribute to reduce the inequalities in health after a change in social values? Ad 2) Based on the life story of a client from ethnic minority with limited legal capacity, we will present the impact of paradigm change (from paternalism to autonomy) into the practice and ethically controversial situations. Based on experiences in practice, it is possible to say that support of the autonomy of the individual's will can be one of the possibilities of solving inequalities in health.

ECSWE-82312

Teaching LGBTQ+ Professional Competence for Social Work Students

Marika Lotko - Riga Stradins University

Abstract:

It is secure to state that empathy and tolerance towards LGBTQ+ community in Latvia is modest. Rainbow Europe map ranks the legal and policy human rights of LGBTI people. Applied index identifies steps forward in LGBTI rights where Latvia in 2022 gained 22% (100% represent respect of human rights, full equality). Collision of values between various groups in the society is present. Although debates and need for legal protection of LGBTQ+ families are stated by the Constitutional Court, it is still challenging to persuade political will to implement the legal protection of same gender couple families.

At the present moment none of the study programmes of social work in Latvia ensures targeted coverage of topics on LGBTQ+. Professional standard of social worker does not state specific skills and knowledge to work with LGBTQ+ and do not highlight this target group.

In recent two years students of social work study programme have demonstrated increasing in-

terest in topics related to LGBTQ+. Social workers in the field state that there is increasing need for the professional competence in work with LGBTQ+, thus showing the demand for educators to reflect on these topics and include them in the curricula. Despite the fact that there is high intolerance towards sexual minorities, the aim of social workers is to raise voice for human rights and dignity of all individuals, and to be prepared for ethical practice. This topic aims to describe social workers attitudes and work experience with LGBTQ+ to shape necessary teaching content for social work students.

Keywords: LGBTQ+; teaching LGBTQ+; social work competence.

ECSWE-82625

Contextualized Social Work Education as a Practice of Freedom and a Pedagogy of Hope

Marina Morgenshtern - Trent University Durham-GTA, Canada

Jeanette Schmid - Vancouver Island University, Canada

Jessie Turton - University of Johannesburg, SA

Abstract:

Postmodern and critical social work educators have problematized dominant social work education and practice, promoted through Western professional imperialism, as complicit in perpetuating colonial perspectives and social control aspects of social work, advancing individualism, ignoring a holistic understanding of issues and overlooking collective approaches (Fook, 2002; Gray et al, 2013) and argued that for social work should become contextualized, relevant to local populations, building on traditional helping strategies and using local knowledges to focus on parochial concerns.

This presentation will report on the findings from in-depth individual interviews and national and international sharing circles with 28 Canadian and South African social work educators regarding their understanding and pedagogy of contextualized social work education: curriculum shifts they have introduced and pedagogical strategies and pathways to ensure that future social work practitioners engage in diverse, culturally relevant, socially responsible, knowledgeable, and respectful ways of practice and foster cooperation, collegiality, and solidarity.

The educators use progressive model of locally defined, context-dependent, multidimensional, and intersecting perspectives that prioritize power analysis and draw on critical discourses of indigenized, Indigenous, local, culturally appropriate, Afrocentric, critical/anti-oppressive, de-centered, developmental, and decolonized social work. Their pedagogies invoked Freire (1972) and hooks' (1994) themes of radical education where both educator and student engage in an equitable and reciprocal relationship based on dialogue, mutual learning and participatory action, emphasize educators' authenticity and students' well-being and lived experiences as a source of knowledge.

The presentation also explores these academics' recommendations for the further implementation and adoption of contextualized social work education.

Keywords: contextualized social work education; social work pedagogy; critical social work education.

A French associative model at the service of the emancipation of citizens suffering from psychiatric disorders. Participatory research in mental health

Morange Arnaud - Chercheur-sociologue : Institut Régional du Travail Social Normandie-Caen France

Abstract:

We will present here a research in progress in the field of mental health. This is a qualitative and participatory research with an association that works with the principle of GEM (Groups of Mutual Aid) (CNSA, 2019). The operation of GEMs (or Espaces Conviviaux Citoyens) differs from the usual associative models, in the sense that most of the governance and activities are carried out by its members, people in a situation of psychological vulnerability. We have proposed to strengthen knowledge of this particular associative model to consider its wider dissemination in the name of respect for diversity and the exercise of active citizenship for the people concerned. It is a question of measuring the social added value (FONDA, 2020) of this socio-economic model, in the non-market sense (Caillé, 2007), of highlighting that it contributes to the promotion of the empowerment of people suffering from mental disorders. For this, we use a collaborative approach, situating ourselves, as a researcher, as close as possible to the realities experienced by the people concerned. We observe in particular how the specific governance of GEM contributes to the process of social rehabilitation of members. The results presented will be partial, but nevertheless convincing, because the study takes place over 18 months.

Keywords: Mutual aid group, Association, Mental Health, Emancipation.

Social Work Crosses Borders But Does Our Education?

Sandra Engstrom - University of Stirling

Beth Archer Kuhn - University of Calgary

Yasmin Dean - Thompson Rivers University

Natalie Beltrano - University of Calgary

Peter Choate - Mount Royal University

Nishi Mitra - Tata Institute of Social Sciences

Abstract:

Background: Social work is currently experiencing tensions that are aligned with some of the key stresses the wider public are also experiencing. Black Lives Matter, structural and systemic oppression being in the spotlight as a result of the Covid-19 pandemic, and casting a critical eye on historically, and currently, colonialist practices are events that have caused social work academics to question what are we teaching, why do we teach it, and how is it impacting our students? These questions are being asked as we look at some of the ethical and theoretical tensions found in social work pedagogy. As educators that are interested in challenging our own biases and practices, we are aware that we may assume visiting students from different cultures adopt these values in a similar fashion, yet the experience from students may tell a different story.

Methods/Summary of presentation: This project is a partnership with students and academics as

we aim to gain more insight into the universal aspects of social work and how they are applied and expressed by students who are visiting an institution that is not their home country institution.

Link to themes: This paper will discuss the process of developing partnerships with international institutions and the tensions between different ethical procedures, recruitment strategies and how to ensure the intersections of the diverse student SWE experiences are recognised and utilised to widen our understanding of social work across the globe.

Keywords: Diversity, Education, Values.

ECSWE-82968

Interweaving narratives of lived experience across mental health social work curricula

Louise Whitaker - Southern Cross University

Meaghan Vosz - Southern Cross University

Jessica Jeffreys - Southern Cross University

Catherine Graeme-cook - Southern Cross University

Brenda Happell - Southern Cross University

Matthew Leach - Southern Cross University

Abstract:

Co-producing curricula enacts the social inclusion imperative of mental health social work practice in the learning experience, enhancing awareness of diversity and intersecting inequalities and, developing a more critical 'real life' understanding of mental distress. The paper's authors draw on lived experience (LE) and practice wisdom to co-produce mental health social work curricula with a view to embodying good social work practice. These curricula comply with global IFSW and IASSW education standards for service user involvement. Experiences of teaching with co-produced curricula have been documented. However, collective critical reflections examining experiences of students and educators learning and teaching with co-produced material are limited. Using cooperative inquiry, we investigated how co-produced curriculum influenced the experience of teaching and learning social work practice in the mental health field. Social work students and educators who engaged with co-produced mental health social work units met weekly over 6 weeks to document and analyse their experience. Service user involvement and co-design literature establishes a dichotomy between 'expert by experience' and community welfare/ social worker. Our preliminary reflections challenged this dichotomy. We discovered the practice of weaving LE narratives can contribute to SWE through problematising and role modelling and the lens we use to conceptualise LE needs to be informed by intersectionality and social justice. Embodying lived experience as an academic/practitioner has implications that can deepen knowledge about teaching and learning mental health. Engaging with the complexity of LE in mental health teaching and learning may enable students' confidence as practitioners.

Keywords: Mental health social work, co-production.

ECSWE-85639

Social background and Social Values: why does it matter with Social Work students?

Idalina Machado - Higher Institute of Social Work of Porto; Institute of Sociology of the University of Porto

Sara Melo - Higher Institute of Social Work of Porto; Institute of Sociology of the University of Porto

Sandra Mendes - Higher Institute of Social Work of Porto; CLISSIS

Abstract:

Social Work is a profession that upholds a particular set of values. Social work education should ensure students learn the values guiding their professional practice, which sometimes conflict with their own values.

To contribute to the discussion on creating the conditions for future social workers to know how to identify and critically deal with their values, we developed a case study using secondary data analysis to characterise the social backgrounds of Social Work students at a Portuguese HEI. The research focused on the years 2010 to 2022. Data shows that there has been an increase in the number of students from less advantaged social backgrounds. Coming from disadvantaged families with scarce economic, cultural, social and symbolic resources can have positive effects but, at the same time, entail some risks. As victims of social injustice and inequalities, students may be more sensitive to these issues throughout their training. At the same time, there are some risks. We point out the risk of identification and over-criticising the users. The first may generate detachment and lack of objectivity, and the second, especially among students whose families invest in their education to combat poverty (investment in mobility), generates individual culpability. These can lead to difficulties in identifying the structural character of inequalities, which poses challenges for social work education. We stress that education must be a dynamic socialisation process, where there must be an investment in de-standardising pedagogical strategies and an important shift - from the ideal student to the ideal educator.

Keywords: Social background; Social Work Education; Values.

ECSWE-87671

Need for prevention against HIV infection among youth informed by a quantitative research

Faludi Cristina - Babeș-Bolyai University

Abstract:

The predilection to sensation-seeking in sexual relationships and the sense of invulnerability expose young people to catching HIV (Bernardi & Oanes, 2007). This paper aims to assess the knowledge and sexual behaviour related to risk of HIV infection among youth.

In 2019, a sociological survey about the sexual behaviour and attitudes was applied in highschools from Cluj-Napoca. The questionnaire was completed by 1144 students (17.29 mean years, 51% males, 45% sexually active). Descriptive and inferential statistics were used for data analysis.

Only 3% of all participants were well-informed, 49% were misinformed and 48% uninformed. Males and those with a higher level of religiosity were less informed. Combining use of condom

at first and last intercourse and the number of sexual partners, it resulted that 25% of sexually active respondents were at low risk, 29% at high risk, the rest adopting a condom choice (30%) or monogamous choice (16%). Students with a high risk or monogamous behaviour felt at higher risk of catching HIV than the others. Religiosity was negativelly associated with the perceived risk of HIV infection.

This research, made in collaboration between university and an NGO providing a program for sexual integrity in highschools, stresses the need for counseling the youth at risk to prevent HIV infection, as a crucial method to stop the involuntary spread of virus, through the lens of cultural context of Romania (gender and religion issues). Such joint efforts can avoid future social stigma of living with AIDS and high social costs of anti-retrovitral treatments.

Keywords: high school students, Romania, knowledge about HIV, sexual behaviour related to HIV infection.

ECSWE-88593

Telling tales out of school: The revealing of intersecting inequalities through the telling of social work practice stories.

andrea colquhoun - London South Bank University

Abstract:

As a social work educator of some years duration, I have noticed there is nothing students like better than to hear 'social work stories'. The delivery of teaching through the medium of the story is an old art. However, what is new is the way in which we as social work educators can harness such stories to deliver teaching that reveals overarching systems of oppression. This paper will present a model of teaching that enables students to further develop an understanding of their own and service user intersectional inequalities. The 'lived subjectivity' that emerges through the process of storytelling reveals both more authentic identities and their concomitant intersecting inequalities. Using storytelling as the starting point students will be asked to analyse their own and other practice stories to identify intersectional identities. In order to access such identities and inequalities students will be asked to consider questions such as: How are we gendered? Where are we positioned in relation to our national and cultural location our ability/ disability axes? The responses to such questions set the tone for a deeper understanding of the nature of inequality and enable students to develop their practice from a place of authenticity humility and strength. I suggest in this way lies hope for the next generation of social workers and potential leaders in our field.

Keywords: storytelling, intersecting inequality, identity.

Environmental Justice in SWE: Indigenous-, Eco-Social-, Environmental-, Green-, Post-Anthropocentric

ECSWE-14321

Reflection on the Importance of Environmental Justice in the Undergraduate Education of Social Workers in Slovakia

Mgr. Michaela Vaceková - Faculty of Social Sciences, University of Ss. Cyril and Methodius in Trnava, Slovakia

prof. PhDr. Jana Levická, PhD. - Faculty of Social Sciences, University of Ss. Cyril and Methodius in Trnava, Slovakia

doc. PhDr. Oľga Bočáková, PhD. - Faculty of Social Sciences, University of Ss. Cyril and Methodius in Trnava, Slovakia

Abstract:

The content of the curriculum of the undergraduate education of social workers is one of the basic prerequisites for the quality of education in this field. Not only the social workers approach to environmental issues depends on the completed undergraduate education, but also the approach to solving clients' problems. Knowledge, acceptance and incorporation of the principles of environmental justice can be understood as a powerful formative tool that has the potential to humanize society. As a part of a more broadly conceived research, we therefore also dealt with the question: "How is the issue of environmental justice captured in the undergraduate education of social workers at Slovak universities?" The research was carried out with a mixed methods research design. The first phase of the research was carried out in a qualitative approach, specifically the method of qualitative content analysis. The subject of the content analysis was available information on the content of study programs in the field of social work found on university's websites. We found that this issue is included in education at only 2 universities. For the quantitative part, the questionnaire method was chosen, through which we found out how the respondents would evaluate the inclusion of environmental topics in undergraduate education for the field of social work. The research group consisted of 234 respondents, of which 189 (80.76%) were women. The results show a low interest in including these topics in the education of social workers, as only 57 (24.35%) respondents showed interest in including these topics.

Keywords: Environmental justice. Undergraduate education. Social work. Mixed methods research design.

ECSWE-16414

Addressing Social Sustainability Challenges through Eco-social Work

Jeany Rose Teguihanon - Universität Bielefeld

Rebecca Conway - Universität Bielefeld

Atefeh Safarabadi Farahani - Jyväskylän yliopisto

Abstract:

The oral presentation aims to present and discuss the challenges of social sustainability through social work research, education, and practice, and how eco-social work is one way to address this issue. Three doctoral researchers within the 'Applying Sustainability Transition Research in

Social Work tackling Major Societal Challenge of Social Inclusion' (ASTRA) will present an initial analysis of their empirical research projects focusing on environmental justice related to sustainability frameworks and social inclusion in social work practice.

In line with the conference theme, "Environmental Justice in SWE: Indigenous-, Eco-Social-, Environmental, Green-, Post- Anthropocentric Approaches", this presentation will include the following:

1. Study of Ecosocial work as a transdisciplinary challenge in Iran regarding water management
2. Nature-based interventions for young people in precarious situations in Ireland
3. Eco-social sustainability perspectives of forced migrant youth

We will discuss how eco-social work research can provide new tools for social work education focusing primarily on the inclusion of young people's perspectives. This will also provide participants with a chance to reflect and provide opportunities to deepen their understanding of their role in sustainability and social inclusion work. Participants will leave with practical next steps for social work education, research, practice, and advocacy initiatives to contribute towards a larger discourse of social workers engaging in ecological and social sustainability work – an urgent paradigm shift. The intended innovative practice-related solutions and fundamentally new types of research-based knowledge will have a long-term impact on social work education, practice and society at large.

Keywords: Eco-social Work, Sustainability.

ECSWE-20115

Ubuntu Philosophy in Social Work: Contributions to the (re)construction of Social Work practice

Teresa Escabelado Martins - FCH-UCP

Antonela Jesus - FCH-UCP

Abstract:

In a time when global politics has shown a growth of governments with oppressive ideologies, Ubuntu highlights the interdependence of all people and their potential in co-constructing more dignified social realities.

Guided by an inductive methodology, namely through focus groups with Social Work students and new graduates, we intend to demonstrate (i) the alignment of Ubuntu with SW' central values; (ii) the understanding of current Portuguese Social Work undergraduate and graduate students about indigenous knowledge; (iii) the integration of these meanings in readings of social reality, the contributions and limits associated with such philosophy; finally, (iv) the reflection of the participants around the influence social structures associated with imperialism bring to life trajectories.

From a theme that still seems somewhat marginal in the fields of training and intervention of the profession, contributions are given around education and practice in Social Work with a proposal to update community Social Work under the ubuntu philosophy, which, with a strong logic of reciprocity, also contributes to the creation of a more sustainable social environment.

Keywords: Ubuntu, Indigenization, Social Work, Imperialism.

ECSWE-26351

Was it a disaster or not? Reflecting with students on social workers' answers concerning their activity during the pandemic

Mihai Anca - University of Bucharest, Faculty of Sociology and Social Work

Abstract:

The students in the Disaster Management course within a social work master programme in Romania were assigned to interview a social worker or reflect, if they themselves are social workers, on the SW practice during the pandemic. The interview had four questions including asking what was difficult, what was learned, whether it was felt as a disaster (with motivation) and what could have been done better.

18 students submitted the assignment. The interviews were printed and, in the next meeting, each student received an interview sent by a different colleague. After reading, in groups of three, they were invited to make a brief analysis on each question.

One of the most important observations was that while some social workers felt the pandemic was not a disaster given that their activity was continued without much disruption, others felt the disruption and considered it was a disaster.

Given the number of deaths, persons affected and the impact on society, it can hardy be argued that the SARS-CoV-2 pandemic was not a disaster. However, the perception of disaster is subjective and it can be influenced by factors like resilience, access to resources, participation, and others. The dimension of the pandemic allows for in-depth reflection and demands the strengthening of disaster risk reduction planning and practices. To understand how a situation is framed can build on how shall risk be communicated (ALASZEWSKI,2021).

Keywords: disaster, SARS-CoV-2, social work.

ECSWE-32271

Environmental harms, mental distress and climate justice: A critical exploration of the implications for contemporary mental health social work

Rich Moth - Royal Holloway, University of London

Abstract:

In recent years there has been increasing recognition of the relevance for social work of an understanding of the environmental harms caused by ruptures to planetary boundaries including global heating, biodiversity loss and land system changes. These planetary rifts have extensively disrupted the metabolic interaction between the natural world and human society (Clark et al, 2009). The environmental harms arising from such rifts are having significant negative impacts on the health and wellbeing of human populations. However, within social work, there has been relatively little consideration of the particular effects of climate change and other planetary rifts on mental health. The paper will therefore begin with exploration of the relationship between environmental harms and mental distress. However, the concept of climate justice draws crucial attention to the unequal distribution of environmental harms. The paper will therefore go on, in part two, to examine how structures of social inequality and oppression interact to amplify the effects of climate-related harms and their implications for lived experiences of mental distress. A further dimension of climate justice concerns the nature of the political interventions necessary to challenge and resist such harms. Consequently, the third section of the paper will explore

demands for just transitions in health and welfare policy and practice, and the potential for climate justice alliances between mental health service user/survivor activists and labour movements involving social workers to realise such goals. The final section of the paper will highlight key implications of the above for social work education.

Keywords: mental health; social work; environmental harms; climate justice.

ECSWE-37899

Pedagogical model for eco-social critical work in the rural space

Mrs. Shira Vardi - Max Stern Yezreel Valley Acaedemic College
Dr. Dassi Postan-Aizik - Max Stern Yezreel Valley Academic College

Abstract:
Social work practice, education and research is informed by the psychosocial, cultural, and economic environment in which individuals and communities are situated. In the past decade, as awareness to climate change and its disproportionate impact on marginalized communities is growing, the natural environment is given greater attention. Thus, the profession's commitment to social justice has extended to involve issues concerning environmental justice.

Educating social workers from a critical, eco-social prism requires incorporating fundamental social work values with a more sustainable person-in-environment perspective, to address the reciprocity between diverse communities and their natural environment, with respect to different manifestations of inequality. This requires educational models that equip social work students with knowledge, awareness, and tools for sustainable and anti-oppressive practice in multi-cultural communities.

The department of Social Work in the Yezreel Valley Academic College in Israel has developed a field-integrated course combining critical pedagogy and action to address social and environmental inequality in the rural space.

Situated in the northern periphery, this area is home to diverse groups with conflicting claims and unequal access to services, resources, and opportunities. Over 90 students and 21 local organizations have participated in the model to this date.

In this presentation we present the model and identify three domains for educational dialogue that emerged: cross-cultural dialogue, spatial dialogue, and comparative dialogue. We then identify implications, opportunities and challenges for pedagogy and action for critical, eco-social work in rural spaces. The course model will be illustrated by examples from students' field activities and reflections.

Keywords: eco-social work, critical pedagogy, environmental justice, dialogue, multi-cultural, field-integrating course.

ECSWE-42462

"We're an escuelita, a little school": Lessons from a Community-Based Environmental Disaster Response in Puerto Rico

Dee Sherwood - Western Michigan University
Karen VanDeusen - Western Michigan University
Mioara Diaconu - Western Michigan University
Courtney Jones - Michigan State University

Abstract:

Increasingly, coastal communities are subjected to environmental disasters associated with the effects of climate change. Puerto Rico continues to endure the compounding impacts of COVID-19, hurricanes, a crushing debt crisis, and numerous earthquakes. Community-based organizations fulfill vital roles in responding to these disasters. This study centers the experiences of local leaders from the El Caño Martín Peña (ECMP) community, and their work during the reconstruction phase of Hurricane Maria with Proyecto ENLACE, a community-based organization located in a densely populated region of San Juan. In 2015, Proyecto ENLACE received the United Nations World Habitat award for their work toward the restoration of ECMP canal and the development of a community land trust to prevent gentrification of residents. Following Hurricane Maria, Proyecto ENLACE pivoted its efforts within the ECMP community to provide immediate and long-term disaster relief. Using a focus group design, we facilitated a process of critical reflection with six leaders from the ECMP community. Qualitative analyses revealed four themes: economic and environmental injustice, challenging dominant narratives, importance of collective agency, and social transformation through a "different kind of education." Applying their Freirean approach to social change, we conclude with implications for social work education, practice, and research.

Keywords: Puerto Rico, environmental justice, disaster relief, community.

ECSWE-51343

Indigenous Protagonism In Defense Of Environmental And Social Justice In Brazil

Angelica Domingos - Universidade Federal do Rio Grande do Sul/Brasil

Rosa Maria Castilhos Fernandes - Universidade Federal do Rio Grande do Sul/Brasil

Mariana Maciel - Universidade Federal do Rio Grande do Sul

Abstract:

The ongoing research in Brazil involving native peoples has Indigenous students themselves are protagonists and this situation is a reality in our collective of researchers with indigenous and non-indigenous social workers

who have been focusing on studies on the indigenous question. As a direct consequence of the affirmative action policies that marked the last decade, such as the Quota Law 12,711 of 2012 for admission to Brazilian public higher education, the contingent of indigenous people with academic training has been crucial in the struggle for social and environmental justice. The scientific research carried out reveals the multiple expressions of the social question experienced by the native peoples, whether it be the violations of indigenous rights or the resistance that they trigger daily through their organizations, movements and professionalization. This work socializes the results of a documentary research in the media in Brazil that aimed to analyze the social struggles of indigenous peoples in defense of territories and indigenous policies in Brazil, as manifestations of the social question, aiming at the affirmation of indigenous rights. The territory, nature and indigenous health in the context of the Covid 19 pandemic in the year 2020, are the focus of the discussion. Among the results of the investigation are the violations of territories and indigenous health and, concomitantly, the political, social and legal initiatives that result from the struggles of indigenous people in movement for survival. Including this agenda in the Social Service education agenda is a challenge to be faced!

ECSWE-52805

What can eco social work learn from abolitionist theory and practice?

Amy Shackelford, MSW, MPH - Jyväskylä University, ASTRA Project

Smitha Rao, PhD., MSc, MA - College of Social Work, The Ohio State University

Amy Krings, PhD., MSW - School of Social Work, Loyola University of Chicago

Kathryn Frances - University of Chicago

Abstract:

Environmental discourse within social work has increased in response to growing concerns about climate change. This paper aligns with "Environmental Justice in Social Work Education" by encouraging social work to incorporate both environmental justice and abolition principles into their praxis. The eco-social approach incorporates the environment into social justice frameworks and calls for holistic practices centering indigenous and Global South voices, transdisciplinarity, anti-oppressive strategies in micro- macro practice, and sustainability. While this approach presents an alternative to harmful modernist systems, abolitionist theory and practices can inform the development of tools that elevate the effectiveness of social work in environmental solidarity. To this end, we critically examine three sites of abolitionist activism - militaries, prisons, and disinvested neighborhoods – to demonstrate reimagined strategies for an environmentally just future. Our analysis reveals areas where the eco-social approach and abolitionism intersect, and how one might inform the other. After considering how the social work profession is situated within the carceral state, we provide a reflection for social work educators to apply our findings to curriculum development. We conclude by calling for future research integrating abolitionist ideas in eco-social work.

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Keywords: Eco-social work, Abolition, Environment.

ECSWE-58018

Daily life and support systems for the rural elderly: An experiential education approach in Community Social Work

Hermínia Júlia de Castro Fernandes Gonçalves - University of Trás-os-Montes and Alto Douro

Abstract:

The increase in longevity challenges Social Work to mediate systems to expand access to services by populations, particularly in rural territories, which indicates the need to mobilize new knowledge in Social Work. Taking advantage of UTAD's proximity to seven rural villages in the parish of Vila Marim, municipality of Vila Real (interior north of Portugal), I developed an experi-

ential education approach of immersion-community interaction that covered students of a practical discipline, of the 3rd year of the degree in Social Work.

Objective: To reinforce experiential learning processes of Community Social Work in rural areas; develop knowledge of understanding and reflexivity on the interactions of individual problems with the social and economic conditions of the rural territory; discuss the approach of community immersion and interaction, action-research, and laboratory education in community social work in rural territories.

Methods: An experiential training model in Social Work inspired by symbolic interactionism, immersion and action-research was adopted. Data collection mobilized the qualitative method, semi-structured interview, observation, and categorical analysis.

Results/Conclusion: This experiential approach of immersion and community interaction with elderly people in their life context, allowed the development of an approach to understand the subjectivities of access to health and social services in a community of rural elderly people, explaining in loco the interaction between feelings of quality of life and territorial constraints. It generated learning in important dimensions of the practice of community and territorial Social Work: community immersion-interaction; ethnomethodological research; place-based approach and eco-social innovation.

Keywords: Community Social Work. Territorialized Social Work. Aging in place. Rural daily life. Collective Services. Social support systems.

ECSWE-60303

Eco-social perspective and training of social workers: community work paths

Carla Moretti - Polytechnic University of Marche - (Italy)

Abstract:

Eco-social work approaches the analysis of social issues and concerns in a perspective that recognizes the interconnections of whole life in our ecosystem and, therefore, the fair and sustainable use of resources to promote relationships and the well-being of all (Boetto, 2017; Matthies, Närhi 2016). The development of the community can be conceptualized as a process, a practice of collective action based on the needs and concerns of a community.

In the training field there is no specific reference model of eco-social work but approaches that share interdisciplinary paths.

In this contribution, the project will be presented, started in 2022 in the Marche Region (Italy), aimed at experimenting with the social and working inclusion of people with autism spectrum disorder (ASD) in rural contexts. The project, promoted by the Marche Region in collaboration with the Polytechnic University of Marche, (Italy) involves, in addition to the farms, the social and health services for disabilities.

The project includes three levels of analysis: at a macro level the literature on the topic of social farming will be deepened. At the meso level, initiatives will be carried out aimed at promoting participatory processes of farms and the various subjects of the territory. At the micro level, individual projects for social and working inclusion in farms will be developed.

The project provides for the involvement and training of various professional figures (social workers, agricultural workers, educators). The actions of the experimentation pay attention to the

interventions of the social workers in an eco-social perspective, for inclusive and sustainable growth.

ECSWE-67258

Towards greener education in social work: building bridges between theories, values, and sustainability practices

Carla Pinto - CAPP/ISCSP Universidade de Lisboa

Ana Esgaio - CAPP/ISCSP Universidade de Lisboa

Maria Irene Carvalho - CAPP/ISCSP Universidade de Lisboa

Abstract:

Sustainability is central to social work (SW) in a context of environmental crisis, which reveals and reinforces social inequalities. SW discourse, theo-ry and values have increasingly integrated environmental sustainability concerns, with input from global guidelines such as the Global Agenda for SW and the Sustainable Development Goals, which need to be incorporated into the curriculum, learning outcomes and skills in undergraduate SW ed-ucation.

This communication aims to reflect on the presence and effects of envi-ronmental sustainability in SW undergraduate education. It seeks to show how sustainability is integrated into the curriculum, and how students per-ceive it as future social workers.

Methodologically, we analysed the syllabus of a bachelor's degree in SW in Portugal and applied a questionnaire to students. The syllabus contents of the BSW degree were analysed, regarding contents related to sustainability and later analysed with MAXQDA. The questionnaire was applied to 300 undergraduate students and the data were processed with SPSS.

The results show that sustainability is not always evident in curricula, but students revealed awareness around environmental sustainability issues, as well as the ability to identify the sustainability approach in education and its importance for SW future practice.

These results, although exploratory, indicate the need of a more explicit and consistent approach to environmental sustainability in the syllabus contents and suggest that SW education should translate the theoretical framework and values into more specific guidelines that can facilitate this perspective in SW, thus creating an effective and positive impact on envi-ronmental justice.

ECSWE-69130

Using the Ubuntu to strengthen Social Work and children welfare in Uganda

Maria Irene Carvalho - ISCSP/CAPP Universidade de Lisboa

Joventine Mulumba - Aalborg University (Erasmus Mundus Advances Social Work)

Abstract:

Ubuntu is originates from Sub-Saharan Africa and are been described as "humanness, perso-nhood and morality". Ubuntu means to be human, which is claimed to have predated most of indigenous African knowledge. It is developed around a maxim: "a person is a person through

other people". It infers to the moral quality of the person and the interconnectedness between people.

In the last two years ubuntu was the theme of the celebration of the International SW Day and integrated into the global agenda for social work and social development, and also as indigenous knowledge whit huge importance in the profession core.

This communication aims to reveal how the ubuntu strengthen children community welfare and SW in Uganda. In these country, Ubuntu traditions and philosophy are carried out across many tribes but are more prominent in the Bantu speaking communities of Central, Western and Eastern Uganda.

We demonstrate and exemplify how the ubuntu could enhance the performance of community-level structures towards the improvement community, and to enhances social work with as an indigenous approach.

To realise this, we present a literature review and documented practice examples from Uganda which we analyse and correspondingly highlight or illustrate the ubuntu informed patterns in them.

The results show patterns as community, voluntary, solidarity, vigilance, moral, hospitality, appear as indigenous knowledge related whit ubuntu and are very important for social work in children protection. The individual value-driven children welfare model and the SW case work which are well-known colonial or western approaches can be transform whit these patterns of ubuntu in Uganda.

Keywords: Social Work, Ubunt, community, Welfare.

ECSWE-69659

"Back to the Future" – how to connect theories of social work and their relation to sustainability in teaching

Ingo Stamm - University of Jyväskylä

Abstract:
In the wake of the climate crisis, sustainability has become an increasingly discussed topic in social work. It can be seen as a new guiding principle for social work, next to human rights, social justice and solidarity. However, the link between social work theories and the concept of sustainability and how it can be integrated into social work education is a rarely examined subject. In response, based on sub-theme 4 of the conference, in the presentation, I assess certain theory approaches in social work from German-speaking countries and their connecting points to sustainability and environmental justice. Two well-known social work approaches are discussed in more detail: the lifeworld approach and the human rights approach. Within the lifeworld approach, focusing on the daily life of social work clients, as well as looking at resources and capabilities, are useful starting points for integrating sustainability. Within the German tradition of the human rights approach, the third mandate of social work and the transformativer Dreischritt – a method of systematically tackling social problems – offer opportunities for extending the ethical basis of social work, as well as further integrating sustainability and nature-based approaches into praxis. For both examples, I will discuss didactical approaches for social work education. In summary, based on the two exemplary approaches, I aim to demonstrate that well-established social work theories can provide critical elements for a future, more sustainable social work.

"Back to the future" can be understood as a maxim to re-invent social work by utilizing its theoretical foundations.

ECSWE-69670

Social Work and Environmental Sustainability Toolkit: A practical guide to apply sustainable practices in social work

Rita Taveira Luis - ISCTE

Afonso Borga - ISCTE

Joana Gomes - ISCTE

Abstract:

Environmental sustainability is considered an emerging field in social work, based on a human rights-centered vision that should be explored from the training stage to social work practice and research. This Toolkit is intended to reach all these dimensions of the profession and academic discipline in an innovative way that contributes to a more sustainable world.

The toolkit is a practical guide that concerns different forms of environmental sustainability in different fields of social intervention. This practical guide can be an important contribution to social work education as it can give practical notions to educators and students about the role of social work in the promotion of sustainable development/ eco-social social work.

Over the course of a year, several initiatives wore developed to gather information to build a Toolkit with a practical component and applicability to social work, with the aim of raising awareness on this issue among the social work community. The construction process consisted on a literature review/research and was based on presentations from experts in the field of sustainability in the social sector. Six Webinars wore held to gather information about the subjects that constitute the six chapters of the toolkit: Environmental Social Work in the Community, Circular Economy, Environmental Education, Food security Sustainability and Social Work, The Consideration of The Animal as an Element in Social Work and Social Work in Disaster.

This practical guide is supposed to be a constantly developing instrument, in an ever-changing society in which new ideas and projects emerge daily.

ECSWE-76013

Decentralization and territorialization of Social Action, what transformations in local systems of practice

Hermínia Júlia de Castro Fernandes Gonçalves - University of Trás-os-Montes and Alto Douro

Abstract:

The municipal decentralization of competences and social action structures is currently a subject of multidisciplinary debate with a focus on the potential of bringing resources and decisions closer to local levels, in terms of innovating models of community development and shared governance. However, critical factors related to the blurring of the idea of a universal standard of citizenship are raised.

What can we learn from the professional visions of the consolidation of municipal public functions in social action to standardize social work based on proximity? We seek that the analysis of the transformation of social welfare systems from the work processes of social workers, clarify instrumental dimensions of concrete work and dimensions of attributed value, collecting empirical evidence that, systematized by the research process, allow us to reconfigure logics of standardization of social action based on proximity, eco-community and structural, based on the matrix of universal social rights. We organized the investigation according to the phenomenological paradigm, mobilizing the qualitative method and the study of multiple cases, we proceeded with the interrogation and discussion of the results in the interaction of content analysis with the literature.

The results show that changes in local social action systems, associated with processes of municipal decentralization and territorialization of social policies, imply greater coverage of municipal social action, capacity to work in partnerships and social intervention of place-based approach.

Keywords: Municipal Decentralization; Territorial Policies; Social action; Social Work; Community Social Service.

ECSWE-77486

Integrating environmental justice and sustainability into social work practice

Julie Drolet - University of Calgary

Tina E. Wilson - The University of British Columbia

Eva A. Bogdan - York University

Haorui Wu - Dalhousie University

Bonnie Lewin - City of Calgary

Abstract:

The impacts of climate change, ecological degradation, and environmental injustice are dramatically affecting the quality of all life on Earth and the social, political, and economic systems on which human communities depend. These impacts are not borne equally. Social work students and professionals report challenges incorporating consideration for the environment into their practice. There is a need to better understand how diverse areas of social work practice are integrating environmental issues and facilitating change that prioritizes equity and justice. This conference paper reports preliminary findings from an ongoing national research project exploring how environmental justice and sustainability can be advanced in social work practice in Canada. Informed by interdisciplinary concepts of environmental (including climate) justice and sustainability, and grounded in an eco-social work lens that foregrounds relations between humans and their social, natural, and physical environments, along with the inseparability of environmental justice and social justice, the project explores the following research questions:

1.How are environmental justice and sustainability understood and applied in social work practice in Canada?

2.What new socio-environmental vulnerabilities, issues, or concerns are emerging in social work practice?

3.What is needed to transform social work practice to better integrate environmental justice and sustainability?

This paper contributes to conference sub-theme 4 Environmental Justice in SWE by presenting a preliminary analysis of quantitative data collected through a large-scale Canada-wide survey of social work practitioners and students, sharing preliminary analysis of regional focus groups, and implications of these findings for policy, future research and direct practice.

Keywords: Environmental justice; sustainability; social work practice; equity.

ECSWE-79223

Practices and Knowledge of Socio-environmental Organizations and Movements in Maule, Chile and Antioquia, Colombia.

Nelida Ramirez Naranjo - Universidad Catolica del Maule

Abstract:

It is generally accepted that the effects of climate change are a significant threat to human ecosystems, culture, and health and to global economic development. In response to these environmental changes and the attendant human vulnerability, it is imperative that social workers can more consciously lead the planning and social advocacy efforts needed to meet this challenge. The poorest and most vulnerable communities generally suffer the worst effects of climate change. It is therefore essential to understand the different experiences of socio-environmental organizations and movements. This article presents the results of a comparative exploratory research study on Chile and Colombia, focusing on the practices and knowledge of socio-environmental organizations and movements in in the Maule Region, Chile and the Department of Antioquia, Colombia. The research uses qualitative methodology and considers the views of nine social actors and leaders, four in Chile and five in Colombia. The conclusions indicate that these socio-environmental organizations see their purpose as defending water and territory, they fulfill a local advocacy role, and raise awareness and provide education on issues through participation and collective action.

Keywords: socio-environmental organizations or movements, environmental values, environmental beliefs, social work and climate change, environmental justice.

ECSWE-85963

Social Work and Sustainable Development: Professional perspectives on the 2030 Agenda and the Eco-social approach

Rita Taveira Luis - ISCTE

Abstract:

Sustainable Development is taken as the only way to guarantee the balance between the natural limits of the planet Earth and the needs of human beings in an integration between the economic, social and environmental dimensions. The global strategy outlined by Agenda 2030 assumes that all sectors of society must contribute to this global objective. Since Social Work is a profession driven by human rights and social justice, it is inevitable that it will take part in the pursuit of sustainability in its professional action with the populations with whom social workers intervene. Therefore, the goal of this study is to understand where Social Work and Sustainable Development intersect and how the profession contributes or can contribute to the achievement of this global objective.

In the present study, of an exploratory nature, we used a survey (thru Microsoft Forms platform)

to understand the perception of social workers about Sustainable Development in their professional activities. With the descriptive analysis and discussion of the results, it is understood that social workers recognize that the profession may contribute to Sustainable Development and, in some cases, even already does so regarding the social dimension. However, there are difficulties in operationalizing a practice that integrates all dimensions of sustainability, namely the environmental facet of the concept. The contribution of the present study is based on the description of the social workers' perceptions about Sustainable Development and the 2030 Agenda, leaving relevant questions for future exploration.

Keywords: Social Work, Sustainable Development, 2030 Agenda.

ECSWE-89951

"Social and sustainability sciences": a new university course in Social Work Education.

Sergio Severino - University of Enna (Italy)

Giada Cascino - University of Enna (Italy)

Nicola Malizia - University of Enna (Italy)

Abstract:

Our contribution presents a university course in social work education - called "Social and Sustainability Sciences" - that is innovative for the Italian context, since it integrates traditional education with the theme of sustainable development.

The course aims to train a social worker who is an expert in the study, management and control of social phenomena, capable of decoding the social reality complexity of a territory (with reference to the structures of social systems, such as populations, social groups and institutions) and of intervening to promote wellbeing (individual and community).

This new social worker will have to know how to use the tools of social work and social policies and activate processes of institutional accountability according to the logic of sustainable development, pursuing:

a) the recognition of human dignity, equality, social, economic and political inclusion of all and social cohesion against all forms of social inequality and processes of social exclusion (social sustainability);

b) the growth of a territory through the appropriate use of economic resources available at national, regional and local level (economic sustainability);

c) lifestyles suited to achieving a good quality of life for individuals and a territory (environmental sustainability);

d) the building of peaceful communities with respect for human rights, also through social policies aimed at combating deviant and criminal phenomena.

The Dublin descriptors of the course pursue the consideration of the UN Agenda 2030 for Sustainable Development goals and targets.

Keywords: social worker, social sustainability, environmental sustainability, economic sustainability.

Fundamental Rights, Caring and Peace-Building Practices in SWE

From "waiting for a miracle" to learning self-care and emotion regulation: a systematic literature review on the effectiveness of mindfulness-based interventions on social-workers' mental health

Florin Lazar - University of Bucharest

Lucian Alecu - University of Bucharest

Elen-Silvana Crivoi (Bobarnat) - University of Bucharest

Daniela Gaba - University of Bucharest

Anca Mihai - University of Bucharest

Georgiana-Cristina Rentea - University of Bucharest

Ana-Maria Mustatea - University of Bucharest

Ovidiu Pop - University of Bucharest

Adrian Luca - University of Bucharest

Abstract:

Introduction: The high-stress work performed by social workers under structural and organizational constraints may have physical and mental health consequences. Reflexive forms of self-care, like mindfulness boost awareness on how social and economic conditions shape the self (McCusker, 2021), improve the resilience capacities - coping with job-related stressors (exposure to secondary trauma) and risks (burnout, anxiety, depression), and encourage anti-oppressive social work practice (Houston and Marshall, 2020). The aim of this research is to evaluate the effects of interventions using mindfulness on social workers' mental health.

Method: A systematic literature review was employed on 7 databases (July 2022). A total of 854 articles (ranging 2018 – 2022) were identified and 40 quantitative articles were eligible.

Results: The majority of the eligible papers used exploratory methodologies, with no control group and survey methodology. Based on the results of these papers and using the difference-in-differences method we evaluated the impact of the mindfulness-intervention on social workers.

The papers that used exploratory methodologies identified that after the intervention, social workers had improved mindfulness, decreased burnout and perceived stress, increased cardiac vagal tone, competence, self-compassion and self-efficacy, psychological flexibility and compassion satisfaction, and evaluated more positively their quality of presence and the therapeutic relationship.

The papers that employed survey methodology identified that mindfulness mitigated the effect of job demands on burnout and increased the effect of job resources on burnout.

Conclusions: Mindfulness has positive effects on social workers' reflexive capacity, state of mind, health, and professional outcomes. However, due to the scarcity of experimental studies, there is still a need to carry out research testing the effectiveness of mindfulness on social workers' mental health.

Keywords: mindfulness, social workers, professional stress, professional wellbeing.

ECSWE-12727

Active Aging (AA) in residential homes for senior citizens (RHSC): Challenges for Social Work in the field of Gerontology

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Abstract:

«Triple aging», the current family configuration, physical dependence and severe cognitive problems, the loss of social status and the heterogeneity of the senior citizens carry with them the importance of gerontological intervention. Currently, the RHSC represent one of the main places of care in Portugal. In these contexts, there is still a void that should be explored, namely the presumed uniformity and rigidity that underlies the care provided, undervaluing the guarantee of freedom and self-determination of the residents of the RHSC. The AA model presented by the WHO in 2002 may represent an opportunity to break away from routine practices that tend to be centered on the biomedical/medicalized paradigm. Social Work (SW), due to its investigative matrix in the field of public policies and the study of issues that generate inequalities and social injustices, can mobilize technical and scientific knowledge capable of causing changes that have been demanded in the contexts of RHSC.

This presentation aims to address the existing relationship between AA and SW to uncover potential opportunities and constraints in the practice of social workers in RHSC. The methodology used in this research is based on a literature review about AA and SW. The main results show that, although AA is much contested, the truth is that its concept and application remain unclear, hindering the task of social workers in RHSC. In conclusion, SW has been engaged in fighting inequalities/injustices and in building knowledge to allow the elderly residing in RHSC to access AA.

Keywords: Active Aging; Residential homes for senior citizens; Social Work in the field of Gerontology.

ECSWE-12859

Human Rights Education in Social Work Undergraduate Education in Turkey

Nese Sahin Tasgin - Maltepe University

Abstract:

Social work education in Turkey started under the initiation of the United Nations in 1961, later than most of the European countries. Social work education offered in only one university (Hacettepe) for 40 years. Starting from early 2000s, the number of social work programs began to increase rapidly. According to 2022 data, there are 79 formal undergraduate social work programs in Turkey.

After gaining the status of a candidate country for the European Union (EU), Turkey has experienced positive developments in the fields of democracy, rule of law and human rights, and many basic human rights conventions of the Council of Europe and the United Nations have been signed. Both the global consensus on defining social work as a profession that aims to protect human rights and to realize social justice, and the positive wind of the EU candidacy process increased rights-based social work approaches and discourses in the public field and in academia. Human rights and social work has started to be taught as a compulsory or optional course in social work departments. At present cutting backs are being implemented on these positive developments. Social work education and practices are also affected by these adverse conditions.

In this paper, firstly, the effects of developments in the field of human rights on social work education and practices will be analysed. Secondly, the findings of the study that was carried out with the content analysis method that consists of a document review on the human rights and social work courses' syllabuses will be shared.

Keywords: human rights, human rights education, undergraduate social work education.

ECSWE-18855

Comparative analysis of the implementation and development of personal assistance in Portugal and Spain. A view from Social Work.

Breogán Riobóo-Lois - Universidad de Vigo

Cezarina Santinho Maurício - Politécnico de Leiria/ESECS

José Duque Vicente - Politécnico de Leiria/ESECS

Abstract:

The Universal Declaration of Human Rights enshrined equality in dignity and rights for all people, but it was necessary to approve an International Convention on the Rights of Persons with Disabilities given the lack of access to the exercise of human rights by this group. The key tool for their social participation under conditions of equality, included in the Convention itself, is personal assistance. Spain incorporated personal assistance as an economic benefit with Law 39/2006, of December 14, on the promotion of personal autonomy and care for people in situations of dependency. For its part, Portugal did so through its Decree 129/2017 creating the Support Model for Independent Living. The objective of this work is to carry out a comparative analysis of the implantation and development of personal assistance in both countries, positioning itself from the point of view of Social Work, as an essential profession and discipline for the promotion of the independent life of the group, favouring that can live their vital projects. As a result, despite having been legislated for more than 15 years, personal assistance continues to be a residual resource in Spain. Meanwhile, Portugal, about to complete its pilot project, has 29 independent living support centres around the country, whose aim is to continue and extend their services to a larger population. In conclusion, the implementation of personal assistance is very weak and Social Work contributes to its promotion.

Keywords: disability; Social Work; independent living; personal assistance.

ECSWE-21549

"It's not just a job, it's my life"—Long Term Foster Carers' Experiences of Placement Endings in Scotland

Ruibing Sha - University of Edinburgh

Abstract:

Background: Although foster carers play an important role when looking after children, there is scant literature exploring carers' perspectives on placement endings to understand the nature and impact of endings, whether planned or not. This research explores what and how foster carers experience a child leaving their care, as well as how do the experiences affect foster carers personally and professionally.

Methods: The study adopts a qualitative interpretive method including in-depth semi-structured interviews with foster carers who live in Scotland, who have experienced at least two placement endings (both breakdown and planned moves) and where each placement has lasted more than two years. 9 foster carers from 2 different local authorities in Scotland has been recruited through social workers and foster carer's referral. Concurrent thematic analysis has been employed.

Findings: Foster carers expend emotional labour when placements ended: pre-ending—anticipatory coping; during ending—grief and ambivalent emotions; after ending—disenfranchised grief; beyond ending—continuation of love and care. Underpinned by that, foster children become the ghost member in carers' family as the relationships continue, accompanying this is flux and pain that foster carers go through with family construction and reconstruction each time a child joins and leaves.

Conclusion: Through materializing foster carers' experiences, this research could enrich our understanding of fostering life and the hidden emotional labour that foster carers expend could gain recognition. It will also raise practitioners' awareness and help identify supports for foster carers.

Keywords: foster carers, placement endings, emotional labour, family.

ECSWE-26446

Radicalisation of Masculinity: A Social Work Perspective

Thomas Robinson - University of Gloucestershire

Abstract:

1.Globally, a significant number of young men engage in a process whereby they come to support extremism. This radicalisation process is often partially driven by a means to reclaim or reassert a sense of 'masculinity'. Suzanne Kaiser further conceptualises this phenomenon as 'Political Masculinity' in which she argues there are key commonalities across these extremist groups (e.g. Neo-nazis, 'Incels' and religious fundamentalists) including misogyny, anti-feminism, desire to force women into subordination, and mobilise against new social movements such as LGBT. The social phenomenon of male radicalisation is a significant safeguarding concern for the individual, however these extremist movements also threaten to undermine core social work values and destabilise wider societal cohesion.

2.Social work education can respond to this extremist challenge by defending the social work values of diversity, freedom, democracy, equality, and individual rights. This is achieved by pro-

moting the skills, theory, and values that are necessary to safeguard individuals from being drawn into extremism. Social workers should be capable of assessing an individual's vulnerability to all forms of exploitation (including radicalisation), alongside a basic knowledge of the extremist threat, and effective multi-agency partnerships. Furthermore, social work knowledge can build on insightful approaches and tools for this area of safeguarding, including ecological models, 'contextual safeguarding', and strengths-based tools such as motivational interviewing.

3.In summary, extremists share a common approach to recruiting young men: 'radicalisation of masculinity'. However, the social work profession can defend it's values by proactively safeguarding young men from being exploited and drawn into extremism.

ECSWE-28002

Dealing with academic engagement and disaffection in social work undergraduates from Spain: a study of their relationships with teaching styles and student motivation

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Evelia Murcia Álvarez - Faculty of Education and Social Work, University of VIgo, Ourense, Spain

Francisco X. Aguiar Fernández - Faculty of Education and Social Work, University of VIgo, Ourense, Spain

Ana B. Méndez Fernández - Faculty of Education and Social Work, University of VIgo, Ourense, Spain

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Abstract:

Student engagement with school tasks is a decisive factor for academic and professional outcomes. Previous research hypothesized that teaching styles (e.g., autonomy support, structure and control) influence students' engagement and disaffection, both directly and indirectly, through their autonomous and controlled motivation. However, empirical studies aiming at verify these relationships in university students are lacking, especially in social work undergraduates. Therefore, this cross-sectional study aims to respond to this need by addressing three main research questions: (i) do perceived teaching styles predict students' motivation, academic engagement and disaffection? (ii) does students' motivation predict engagement and disaffection? (iii) does motivation mediate the influence of teaching styles in students' engagement and disaffection? A convenience sample of 409 social work undergraduates from Spain completed a questionnaire with these constructs. Structural equation modelling (SEM) analyses showed that perceived teaching styles directly only predicted students' autonomous and controlled motivation. These two modalities of motivation predicted engagement and disaffection and mediated the influence of teaching styles on engagement and disaffection. These findings suggest the importance of promoting teaching styles of autonomy-support and structure and reducing control for stimulating both students' autonomous motivation and engagement.

ECSWE-31423

Support for Ukrainian Social Workers Experiencing the Ongoing Russian War Against Ukraine through the Series of Educational Webinars

Nataliia Gusak - National University of Kyiv-Mohyla Academy

Cindy Sousa - Bryn Mawr College Graduate School of Social Work and Social Research

James (Jim) Martin - Bryn Mawr College Graduate School of Social Work and Social Research

Abstract:

Ukrainian social workers have long responded to Russian aggression which was amplified by Russia's military invasion of Ukraine in February 2022. Within the associated structural and political violence, Ukrainian social workers have witnessed atrocities; endured family separation, loss of movement, infrastructure, and material goods; and been displaced – all while continuing to provide services for vulnerable populations. Serving clients within Russia's war and occupation exposes social workers to secondary traumatic stress and vicarious trauma, increasing burn-out and compassion fatigue. As a relatively new profession in Ukraine, the additional burdens of war on social workers creates acute challenges for the development of social work. In response to these unique needs, social work scholar-educators from the United States and Ukraine created and launched a 7-session virtual seminar series for Ukrainian social workers. Drawing on collective expertise about war and conflict that spans decades, facilitators used a social-ecological, life course model to help Ukrainian social workers build professional capacity within the extreme stress, loss, and grief of war and occupation. According to participants, seminars advanced practice knowledge and skills, promoted professional well-being, self-care, and resilience; and helped develop peer-to-peer support networks among Ukrainian social workers. Here, seminar facilitators critically reflect on lessons learned from two cohorts, which included 30 and 41 participants (out of 300 applicants). In line with conference themes, we explore social work education across borders as a type of pedagogy of hope and examine how international social work education upholds our professional commitment to human rights, practices of caring and peace-building.

Keywords: shared trauma, resilience.

ECSWE-36622

Digital social advocacy (DSA) as an innovative practice for social justice in Italy. Results of a co-research by students, professionals, researchers

Andrea Bilotti - University of Roma Tre

Abstract:

Social advocacy is recognised as one of the professional tools of the social service to achieve the goals of social justice and liberation of people (IASSW-IFSW, 2014). This is not the case in Italy where the neo-liberal approach and the fascination with New Public Management direct social services more towards assistance and the provision of subsidies than towards the implementation of activation (Bertotti 2016; Fargion 2020).

The contribution argues the results of a co-research whose aim is to understand whether, and to

what extent, DSA may have a recognised space as a professional practice to address systems of inequality, power dissimilarities and oppressive practices that may be generated in social services. Interestingly, tools for DSA have been developed during a Social Innovation Lab for SW at the Universities of Siena, Roma Tre and Trieste over the past three years.

The Lab involved SW students, practitioners and academics in a process of knowledge co-construction on the use of social media technologies for SW macro practices. The co-research team managed to administer the interview to fourteen SWs. The data were processed using a CAQ-DAS methodology (MAXQDA) for content analysis in the theoretical-interpretive groove of the AOP (Dumbrill, Yee 2019).

The results highlighted the appropriateness of the use of AOPs for certain target groups, but also revealed the difficulty of addressing issues related to technological innovation in Italian social services. We realised how urgent it is to address the revision of methodological devices from a prevention perspective, but also how urgent it is to address these issues in social work training.

Keywords: Digital social advocacy; co-research; digital social work; social advocacy.

ECSWE-37938

Harm reduction in the social work curriculum: Preparing for practice and supporting social justice and human rights

Mark Bigler - Weber State University

Abstract:
Social work is built on a history of working with society's most marginalized and at-risk populations. This is reflected in its core values, ethics, and guiding principles. The profession's mission, deeply rooted in compassionate service, diversity, and social justice, positions social work on the front lines in addressing society's greatest health and social challenges. Unfortunately, these principles have not always translated into professional practice that is humane and effective. Harm reduction embodies many of the essential goals and values of social work, is ideally suited as a guide to practice in virtually all social work settings, and can assist social workers in developing and implementing interventions and policies that address modern challenges and social inequities in a diverse context. Social work education is a natural place for consideration of discrimination, oppression, and policies and practices that perpetuate disparities and structures of disadvantage. Unfortunately, the topic is virtually absent from social work's pedagogy. When addressed in social work training, it is typically only tangential and opportunities to develop more strategic, intersectional, and collaborative approaches to transformational change are lost to more traditional tactics and dominant paradigms. This paper considers how social work education can provide a more explicit focus on harm reduction as part of professional preparation. The paper introduces listeners to harm reduction, identifies ways that this perspective reflects the mission and values of social work, discusses how harm reduction can apply to a wide range of issues encountered in social work practice, and offers thoughts about harm reduction instruction.

Keywords: harm reduction; pedagogy.

ECSWE-40862

Research in historical spaces of difficult legacy – example of the extermination of patients in Institution for Mentally Ill in Kobierzyn nearby Krakow (1943). Lessons for social work education.

Hubert Kaszyński - Jagiellonian University

Abstract:

The author will present the results of a study conducted in spaces of difficult heritage and focused on history of the extermination of patients of the Polish psychiatric hospital in Kobierzyn in 1943. The aim of the study was to define the importance of a difficult history for education and contemporary practice in social work based on values and commitment to rights. The research methodology included : 1) an analysis of historical sources related to the subject, 2) expert interviews, and 3) mental health educational workshops (in the form of axiological walk) conducted with social work students and high school students. The results of the study concern two main areas: 1) the value to take into account local histories of eugenic crimes in the process of axiological education of social workers, 2) the significance of the learn-based research process during which fundamental values of social work are not only discussed but also felt: dignity of the person and good common understood as a space for dialogue and respect for the Other.

Keywords: difficult legacy, eugenic crimes, social work values based education.

ECSWE-41132

Menstrual poverty and menstruation justice in social work and social work education

Paulina Bunio-Mroczek - University of Lodz, Poland

Abstract:

Terms and concepts such as menstrual poverty (also: period poverty, menstruation exclusion), menstruation health (also: menstruation hygiene, menstruation hygiene management), and menstruation justice (also: menstrual equity, period parity) as well as menstruation politics and menstruation-related societal and financial inequalities have recently become new analytical concepts is social research (The Palgrave Handbook of Critical Menstruation Studies, 2020). As Chris Bobel (2020: 3) puts it, menstruation serves as "lens and opportunity" to take a deeper look into political, social, medical, biological, cultural, religious, and historical processes going on in our societies. Using menstruation as unit of analysis we can explore phenomena and processes being subjects of interest of social work and social work education, such as poverty, social exclusion and social inequalities, health, public health, women's health and health policies, reproductive health, reproductive rights, reproductive rights and health education, women's discrimination, unequal status of men and women, gender, global inequalities, WASH (water, sanitation and hygiene) exclusion. The questions I would like to raise in my paper are as follows: Is period poverty and menstruation poverty management an issue of social work? Are the present and the future social workers familiar with the concept of period poverty? Are menstruation health management and menstruation justice subjects of social work education? I will try answering the questions with results of a desk research on menstruation poverty and menstruation politics with the use of academic literature and policy documents.

Keywords: Menstruation poverty, menstruation politics, social work, social work education.

ECSWE-42013

Social Workers as Leaders Rather than as Agents of Change

Nuzha Allassad Alhuzail - Sapir Academic College

Abstract:

Social Workers as Leaders Rather than as Agents of Change

Arab citizens of Israel constitute 21 percent of the country's population. In April and

In May 2021 violent conflict erupted between Arab and Jewish Israeli citizens, more severe than ever before. It was manifested on both sides in physical brutality, destruction of property, and torching of homes and places of worship. The political

leadership on both sides was divided over how to respond. Some tried to restore

calm; others tried to use the conflict for political gain and to divide the population.

Against this background, a qualitative study, using semi-structured interviews, was

conducted among forty Jewish and Arab social workers with the aim of understanding how they viewed their role in the conflict and how they were dealing with it.

A thematic analysis revealed three main themes: 'What's needed is a social worker who is a leader'; 'The writing was on the wall' and 'The situation could be changed,

but...'. The social workers saw importance in their profession's values of social justice

and acceptance of the others but expressed difficulty in acting in a sphere that is defined as political. Recommendations are made for equipping social workers with the necessary tools for acting effectively in times of conflict.

Keywords: Arab–Israeli conflict, leadership, social workers, violent conflict

Keywords: Keywords: Arab–Israeli conflict, leadership, social workers, violent conflict.

ECSWE-48605

How does the working relationship between child protection social work and the police affect the promotion of human rights in safeguarding procedures with adolescents at risk of criminal exploitation

Oliver Dinwoodie - University of Lisbon

Abstract:

In the UK, a strong working partnership between key agencies is consistently emphasised in legislation. statutory guidance and serious case reviews in order to make arrangements to safeguard and promote the welfare of children. The premise is that information sharing, frictionless communication, and joined-up working, particularly between the three primary agencies: police: health and social care, give a more holistic and complete picture of the life of a child who may be at risk. However, recent academic discourses from around the world have critically questioned the close relationship between social work and policing given the different objectives and value basis on which the two fields operate. This paper will critically examine the relationship between child protection social workers and the police when working with children at risk of criminal exploitation and county lines. The paper uses the theoretical frameworks of contextual safeguarding, social harm theory and the 'third mandate' of relative professional autonomy to examine the impact of the professional relationship between police and social workers on the promotion of human rights of criminally exploited young people. The perspectives of social workers and police officers are incorporated and analysed using a mixed-methodology ap-

proach combining transcribed interviews, case study discussions and a multi-agency focus group. The aim of the paper is to extend a critical lens to the relationship between policing and social work and gather perspectives on the intersections between risk, criminalisation and harm in multi-agency practice.

ECSWE-49907

The constraints faced by the professional practice of social interveners in the field of intervention with substance abusers

Margarida Dias Lobato - Instituto Superior de Serviço Social do Porto

Maria José Freitas Pinheiro Pratinha Araújo - Instituto Superior de Serviço Social do Porto

Ana Filipa Eusébio Cacheira - Instituto Superior de Serviço Social do Porto

Abstract:

In today's societies, the subject of Human Rights is increasingly central and the object of debate both due to the questions that arise in relation to Public Policies and State intervention, and due to the ethical challenges that Social Workers face in their intervention, defined in socio-political contexts that pre-exist to them and which condition, mostly, their professional practices. The aim is to analyse and reflect, within the framework of a Risk Reduction and Harm Minimization Policy, on the impact that the reduced availability of human and material resources may have on the professional practice of social workers, having by definition the objectives defined for the Policy itself (RRHM). Adopting an integrated approach that combines several theoretical perspectives, the problematisation will be carried out using the specific contexts in which the traineeship was carried out, during the course of the Social Service training. The absence of human resources with training in various fields of sciences such as neurobiology, psychology, sociology, social work in the teams intervening in problems of substance abuse may prevent an intervention in a biopsychosocial approach capable of promoting the realization of rights and resources to the point of allowing individuals to transit to High Threshold programmes or to treatment structures. However, free will, as a fourth generation right, thus consecrated in the framework of the so-called neuroethics, does not cease to question Social Workers, so that the will of the subjects may impose itself to what may be the ethical - deontological guidelines of the professionals.

ECSWE-56397

ACEs, Trauma Exposure, and STS Among MSW Students: Co-Building Self and Collective Care to Promote Well-Being and Resilience

Karen VanDeusen - Western Michigan University

Dee Sherwood - Western Michigan University

Joshua Bishop - Grand Valley State University

Cheryl Williams-Hecksel - Michigan State University

Abstract:

Among social work students, prevalence of adverse childhood experiences (ACEs), and lifetime

exposure to other potentially traumatic events (PTEs), along with secondary exposure to others' trauma, can result in negative effects, such as secondary traumatic stress (STS), burnout, and compassion fatigue. Unaddressed, this may lead to STS, burnout, and a limited capacity to sustain effective SW practice. Self-care strategies that promote supportive relationships, personal and professional well-being, and resilience may counter the impact of adversity and trauma. This cross-sectional study explored associations between MSW students' reported lifetime adversity and trauma, and perceived well-being and resilience. Students from two public universities in the USA (N=362) completed a survey using standardized measures for ACEs, trauma history, STS, burnout, compassion satisfaction well-being, resilience, and perceived self-care adequacy. Descriptive, bivariate, and multivariate analyses found that MSW students report experiencing higher rates of four or more ACES, compared to the general population (34% vs. 13%), with 70% reporting four or more lifetime PTEs. Despite high levels of adversity and PTEs, students report average levels of well-being, high levels of resilience, average to high levels of compassion satisfaction, and low to average levels of STS and burnout. Lifetime adversity and PTEs were significantly and positively associated with STS, and negatively associated with well-being. Results reveal that perceived adequacy of self-care may support well-being and resilience, and protect against STS and burnout. We conclude with implications for curricular development focused on co-building individual and collective strategies for caring to promote hope, well-being, and resilience in the COVID-era.

Keywords: Trauma, Self-Care, Well-Being, Resilience.

ECSWE-58300

Practice and academia cooperating to promote social work values and fundamental social rights in challenging contexts

Isabel Munoz - Polytechnic Institute of Portalegre- IPP

Tatiane Lucia Valduga - Polytechnic Institute of Portalegre- IPP

Paula Ramos - Polytechnic Institute of Portalegre- IPP

Lorena Anile - Polytechnic Institute of Portalegre- IPP

Abstract:

A context presenting economic, political and social crises, pandemics, war conflicts can be challenging for the social worker. However, it was during and after challenging events that Social Service has been showing its capacity for renewal since the emergence of the "Social Issue" with the advent of the Industrial Revolution (Netto, 2001). However, there is an urgent need to (re)affirm its commitment to the defence of the fundamental values of the profession and the commitment to fundamental social rights. Academic training and professional practice should seal a cooperation for the generation of future professionals to fly the flag of this which should increasingly be a political militancy. This exploratory qualitative study analyses how this cooperation, through supervision in Social Service internships, between academia and professionals in the field are developing the skills of these future professionals in this area. The institutional supervisor must guide the intern, establish a relationship based on teaching and learning, it must be a moment dedicated to reflection on professional practice leading to a critical understanding of social reality. This study presents the perspectives of field social workers and social work tea-

chers. It intends to provide contributions in the reflection for the implementation of strategies in the scope of Social Work Education for a greater resilience of future generations.

Keywords: Challenging contexts, Social Work Education, Fundamental Social Rights, Social Work Values.

ECSWE-58917

Professional preference for mental illness among Spanish social work undergraduates: its association with contact, empathy, and stigma

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Xoán Lombardero Posada - Faculty of Education and Social Work, University of VIgo, Ourense, Spain

Francisco X. Aguiar Fernández - Faculty of Education and Social Work, University of VIgo, Ourense, Spain

Ana B. Méndez Fernández - Faculty of Education and Social Work, University of VIgo, Ourense, Spain

Antonio González Fernández - Faculty of Education and Social Work, University of VIgo, Ourense, Spain

Abstract:

The treatment of the mentally ill people is a challenge across the world, and different professionals, such as social workers, take care of this group. Nonetheless, mental health is not a vocational sector preferred by students and professionals of many of these careers. The major aim of this cross-sectional study was to clarify two research questions referring to mentally ill persons: (a) Do contact and empathy protect undergraduates from intergroup anxiety and social distance and promote professional preference?; (b) Do intergroup anxiety and social distance predict professional preference and mediate the influence of contact and empathy in professional preference? A sample of 409 Social Work undergraduates from three Spanish universities completed a questionnaire between February and June 2020. Concerning direct relationships, the structural equation model showed that the quantity of contact only predicted intergroup anxiety negatively; quality of contact and empathy negatively predicted intergroup anxiety and social distance; intergroup anxiety positively predicted social distance; intergroup anxiety and social distance negatively predicted professional preference. Concerning mediated relationships, the influence of quality of contact and empathy on social distance was mediated by intergroup anxiety; social distance mediated the relationship of intergroup anxiety with professional preference; both anxiety and distance mediated the influence of quality of contact and empathy in professional preference. These results encourage interventions aimed at enhancing professional preference for mental illness by improving contact, knowledge, and empathy and reducing stigma in students and workers from diverse mental health careers.

Keywords: empathy, contact, social stigma, mental illness.

ECSWE-60541

Supervision in social work: contributions to professional practice in shelter institutions.

Renata Nunes - Universidad Complutense

Regina Célia Tamaso Mioto - Universidad Federal de Santa Catarina

Abstract:

This article discusses the process of supervising professionals in Social Work, with an emphasis on professionals who work in shelter institutions. The complexity that involves long-stay services requires professionals to face important challenges to guarantee the right to care. Thus, this article explores the objectives of professional supervision as an in-service training practice capable of promoting a critical and reflective posture. It makes an exploratory study on the practice of supervision and discusses its contribution to the qualification of highly complex services and the use of best practices.

Keywords: Supervision, professional practice, shelter institutions.

ECSWE-60735

Participation in social work

Christian Stark - University of Applied Sciences Upper Austria

Abstract:

The presentation describes the possibilities and limitations of participation of homeless people as service users of the concerning support system. Participation is defined as the involvement of individuals, groups and communities in decision-making processes, which affect them directly or indirectly. Participation is about recognizing the right of homeless people to be involved. It means moving from doing services "to" people to doing things with them. Participation does not exclude the need for support. It concerns the matter how the support is provided and should increase the autonomy of the homeless people.

Empowerment is regarded as a fundamental precondition of participation, which enhances the capacity of service users to be informed, make choices and transform these choices into desired actions and outcomes.

The presentation shows forms and models of participation and gives concrete examples of participation practices in service user organizations for homeless people. It deals with barriers and pitfalls concerning the involvement of service users and demonstrates the benefits and added value of participation for all stakeholders.

The presentation underlines that participation is a matter of power and the transfer of power as a measure of participation.

Methodology: The theoretical part of the presentation is based on a discourse analysis. The empirical part is based on a qualitative study: 28 expert interviews were carried out with representatives of 27 organisations of the support system for the homeless and 11 interviews were carried out with homeless persons themselves.

Keywords: participation, empowerment.

ECSWE-60868

Lessons from the economics of happiness to the economy of care

Gabriel Mota - ISSSP

Abstract:

The economics of happiness encompasses a vast literature in which the main relations between economic variables and happiness are explored (see (Easterlin, 2021) for a contemporary review), with the empirical verification of the diminishing marginal utility of income alongside with the importance of non-market dimensions of social and economic life being put forward since the pioneer results from (Easterlin, 1974).

In this paper, we want to exhibit the main links between the economics of happiness and the economy of care, given the particularities of the latter: the heavy weight of informal production and the special relevance of extra monetary dimensions. In particular, we will make the case that the very nature of the economy of care is especially suitable for an happiness framing. That is to say that producing and receiving care are economic activities where monetary and market valuations fall short (see (Himmelweit, 2007)): not all care can be bought in the market and many care is undervalued. Additionally, many market activities cause a deterioration of care (ex. Excessive workloads or geographic mobility). Furthermore, caring is an essentially humanistic activity where the happiness of both caregivers and caretakers fits well as a goal.

Regarding policy implications, the economics of happiness might serve the purpose of an upward revaluation of the care sector and the design of new policies that limit market externalities.

All this analysis might as well be incorporated within social work education, enlightening social wok students and practitioners with the happiness framework for the design of a better economy of care.

Keywords: economics of happiness; economy of care; happiness; social work education.

ECSWE-62617

Social Workers' Perceptions of the Decision-Making Ability of Older Adults Who Are Abused by their Offspring

Sagit Lev - School of Social Work, Bar Ilan University

Mickey Schindler - School of Social Work, Bar-Ilan University, Israel.

Yael Waksman - The Faculty of Law, The Hebrew University of Jerusalem.

Abstract:

Background and Purpose: Older adults abused by their relatives often find it difficult to cooperate with professionals to end the abuse. In these situations, social workers face an ethical dilemma between respecting the older adult's right to autonomy and intervening in a paternalistic way to prevent harm. This qualitative study aimed to examine how social workers perceive the effects of abusive relationships on the decision-making ability of older adults with normal cognitive and mental functioning.

Methods: Twenty-one social workers who specialized in the field of aging were interviewed using semi-structured interviews based on a vignette. The analysis was encoded inductively, informed by the principles of content analysis.

Results: Two themes, which related to the older adults' motivations to remain in abusive relationships, emerged: 1. Older adults' emotions toward their abusive offspring, including love and concern, shame and guilt, and relationships with symbiotic characteristics; 2. Perceptions of the victim's dependence on the perpetrators, either based on utilitarian motivations or stemming from fear.

Conclusions and Implications: The findings can be understood regarding relational autonomy and vulnerability models. These models emphasize that older adults' autonomy and decision-making ability are influenced not only by personal characteristics, reflected in cognitive and mental abilities, but also by social locations, structures, and contexts and by their interactions and relationships with their environments. These findings can serve as a foundation for developing and refining social workers' decision-making processes in situations of ethical dilemmas between opposing values, which take into account both personal and environmental factors.

Keywords: older adults, abuse, social workers , ethical conflicts.

ECSWE-63304

Ubuntu Schools Program - educators' perspective on its potential in empowering young people in a set of social and civic virtues

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Cátia Afonso - Investigadora Colaboradora no Projeto de Investigação "Programa Escolas UBUNTU", Centro Lusíada de Investigação em Serviço Social e Intervenção Social (CLISSIS)

Sérgio Bacelar - Instituto Nacional de Estatística (INE)

Abstract:

Today, many children and youths arrive at school with socialization deficits that are reflected in their indiscipline, irresponsibility, non-recognition of social rules and authority, absence of the most basic moral judgments, and a marked absence of curiosity for knowledge. We are facing a decline in the exercise of parental functions that threatens the subjective (identity) constitution of the new generations, causing them to arrive at school without the acquisition of personal and social skills that would allow them to adopt socially competent behavior and learn. In turn, the school becomes more and more the scene of failures and poor training because it is not prepared for functions other than instructing, and the educational agents, most of the time, are not able to deal with these other responsibilities that are being delegated to them.

Between 2020-2022 we conducted a research project in 8 schools in the municipality of Vila Nova de Gaia, in which, among other objectives, we sought to know the representations of class directors and teachers about the Ubuntu Schools Program - a Program whose purpose was to promote social-emotional skills in students between 14 and 18 years of age from different edu-

cational cycles. In this communication, we propose to present the results we have reached in this respect and to reflect on the transforming potential of this Program: (I) in the formation of youngsters in socially competent behavior and in the promotion of their desire to learn; (II) in the reconceptualization of the educational function itself.

Keywords: Social-emotional skills; UBUNTU.

ECSWE-66006

Ageism among home caregivers: The contribution of the caregiver's physical, mental, and social vulnerability

Lea Zanbar - Ashkelon Academic College, Faculty of Social Work

Sagit Lev - Bar Ilan University, School of Social Work

Yifat Faran - Ashkelon Academic College, Faculty of Social Work

Abstract:
Background: Caregivers' ageist perceptions of older adults can be expressed in patronizing attitudes, the ignoring of needs, and discrimination. As this can damage the mental and physical well-being of the older adult, it is of concern to social workers. According to the Terror Management Theory, ageism stems from unconscious threats embedded in old age, especially the threat of death. Research indicates that physical, psychological, and social vulnerabilities may increase ageism, and are also associated with death anxiety. The current study examined the contribution of these vulnerabilities to ageism among home caregivers. In addition, the potential mediating role of death anxiety was examined here for the first time.

Method: 400 caregivers employed under the Israeli National Insurance Nursing Law completed a self-report questionnaire assessing ageism and measures of vulnerability. Structural equation analysis was conducted.

Findings: Two vulnerability measures (PTSD, lack of social support) showed a direct effect on ageism, which was strengthened by the partial mediation of death anxiety. The associations of the other variables (physical vulnerability, PTSD, loneliness) with ageism were fully mediated by death anxiety.

Conclusions: The findings support the Terror Management Theory, suggesting that vulnerability contributes to death anxiety, which, in turn, increases ageism. Social workers working with both older adults and their caregivers should therefore offer support and training for vulnerable caregivers, as well as closely monitor the situation of older adults whose caregivers suffer from vulnerabilities.

Keywords: Ageism, caregivers, vulnerabilities, death anxiety.

ECSWE-67861

How to apply adaptive leadership to peacebuilding and post-war reconstruction: A Ukrainian case example in social work education

Nataliia Gusak - National University of Kyiv-Mohyla Academy

Marc Ross Manashil - New York University's Silver School of Social Work

Abstract:

Ukrainian social work students continue their education in a time of the inhuman military invasion, widespread destruction, oppressive occupation, instability, and unprecedented challenges. They have been deeply shaken by the realities of war, which has created a series of related social, ecological, and environmental challenges and laid bare deep and structural inequities. Aiming to find answers on how to build knowledge to address post-war reconstruction and peacebuilding, The New York University School of Social Work in partnership with The National University of Kyiv-Mohyla Academy School of Social Work developed an online course, Adaptive Leadership: How to Address Complex Challenges and Catalyze Change for Ukrainian social work students. The adaptive framework provides tools to help people better understand a system and how they can catalyze change within it without getting sidelined in the process. In 2022, 16 Ukrainian students completed the online course. While students themselves were exposed to the trauma of war, they were studying how leadership is a critical ingredient for mobilization and for helping people to embrace the discomfort and disequilibrium of this moment in our history. Their projects raised challenges on how to strengthen local communities, involve citizens and oppressed minorities in decision-making, or unite communities. Ecological challenges were also presented and discussed. To conclude, the course provided students with new instruments on how to practice leadership and bring about change in an unprecedented world.

Keywords: adaptive leadership, post-war reconstruction.

ECSWE-70154

Challenges of Caring for the Aged in the 21st Century: The Role of Social Work Education

Abiodun Idowu Gbenro - Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria.

Abstract:

Ageing is characterised by several changes ranging from physical to psychological to emotional. These changes may prevent aged people from catering for themselves as much as they used to do and as such, they may require assistance to function with ease. In African society, there is reciprocity dependency between parents and children whereby children depend on their parents to meet their basic needs early in life and the latter depend on their children to care for them later in life. However, this exchange of roles has been challenged in recent times in Nigeria. Perhaps, due to the prevailing socio-economic conditions, it is becoming increasingly observed that aged persons are not getting adequate care from their children. The Nigerian government is insensitive to their welfare as well. Aged persons are still citizens who have contributed to the society and as such, they are owed a duty of care and should not be denied the right to fair living. Therefore, societal measures have to be put in place to ensure this duty of care is fulfilled. It is on this note that this paper examines the role of social work education in finding solutions to the lingering challenge. The paper adopts theoretical review and discussion as methodology in which the state of social work services available to aged persons in Nigeria is examined. The study is significant as it will identify and suggest ways through which social workers can assist in improving the welfare of aged persons in Nigeria.

Keywords: Caring, Aged, Social Work Education.

ECSWE-76452

Right to food under debate: Dilemmas and crossroads of alternative practices to face food precariousness in Barcelona and the Metropolitan Area

Araceli Muñoz - Universitat de Barcelona

Eugenia Piola - Universitat de Barcelona

Claudia R. Magaña - Universitat de Barcelona

Marta Llobet - Universitat de Barcelona

Paula Durán - Universitat de Barcelona

Abstract:

The economic and health crises, climate change, and the war in Ukraine have led to an increase in the price of consumer products and have worsened the food precariousness of households in Spain. These global events place food at the center of the public, political and professional arenas. For example, in this post-pandemic era, the urgency of moving towards more sustainable food systems arises. The food aid model and financial resources, such as the FEGA, and the Food Aid Program of the Fund for European Aid for the Most Deprived People (FEAD), are being restructured at different levels. In political and professional terms, during the pandemic, neighborhood initiatives emerged to rescue food in short circuits. Or that community spaces were created intertwined with existing initiatives not aimed at caring for vulnerable groups. Others transformed the relationships between users and new participants into alternative responses. What are the dilemmas faced by social workers inside alternative practices, in the context of increasing food precariousness derived from these multi-crises? What possibilities can be opened between social work professionals and alternative initiatives to seek common and shared solutions or interventions?

To answer these questions, this communication analyses the dilemmas and crossroads social workers and professionals face. It also outlines possible strategies and alliances between the different actors to face the challenges of precarious groups. The reflections presented are based on the interviews carried out with different initiatives that develop alternative food practices in the city of Barcelona and the Metropolitan Area.

Keywords: right to food, food precariousness.

ECSWE-78036

New times / new models of Social Work Education according peace priorities – the participation of services users

Graça André - CRC-W _ Univ Catolica Portuguesa

Isabel Vieira - Universidade Catolica Portuguesa - Curso de Serviço Social

Abstract:

Title :

"New/ times/new models of SW Education according peace priorities - the participation of service users"

Discussion :   the training of Social Workers, related with the transformations that impact the intervention contexts in its diversity on a set of common emerging issues:

- Inequality and poverty - climate change - natural and human disasters - neoliberal economics

and deviations (corruption at various levels).

Following Global Standards for Social Work Education and Training (IFSW/IASSW, 2020) in its 3 fundamental elements SW training: Schools, People, Profession.

The focus: What People rights and interests? Which strategies for greater participation in study plans and application for sustained and rewarding work for all parties?

References :

- Global Standards to apply across Schools as much as possible
- People's Charter guidelines (IFSW / IASSW, 2022 Jun-Jul)
- UBUNTU and Global Agenda (IFSW/IASSW)

Reviewing concepts: sense of belonging of service users; empowerment methodologies; realization of Human Rights (less individualistic perspective to community rights); the emancipation of Social Work mainstreaming discourses (colonization)

Steps:

1)Guiding principles – SW as a Human Rights profession - Staub-Bernasconi

2)Theoretical references - principles of empowerment - the UBUNTU concept - who empowers whom?

3)Methodological framework – participatory democracy and citizenship; Learning through experience – Human Rights in absence; Social worker as a peace mediator – practices and the ethical attitudes.

4)Presentation of a case-study - Discussion and Conclusions.

Keywords: Participation; Transformations; Education; Peace.

ECSWE-83541

Spirituality and quality of life of caregivers of people with (multi)disabilities: mediation of social support and attrition and moderation of daily spiritual experience

Helena Carvalho - ISCTE

Élia Costa - ISCTE

Maria João Pena - ISCTE

Abstract:

Objective. Spirituality has been followed as a factor influencing the quality of life and well-being of caregivers of people with (multi)disabilities. Caregivers motivated by spirituality are better able to cope with wear and tear and find access to their social support network. The study aimed to know the spirituality of caregivers and the influence on quality of life, analyse the role of attrition and social support as mediators in this relationship. It was also aimed to analyse daily spiritual experience as a moderator in the relationship between attrition and quality of life.

Participants. A total of 204 family caregivers of adults with multi-disability, aged between 31 and 91 years and predominantly female, participated in the study.

Methods. Several scales were used: the Spiritual Experiencing Quotidian Scale (EEEQ); the Spirituality Scale (EE); the Family Caregiver Weariness Scale (EDCF); the Social Provisions Scale (EPS); and the WHOQOL-Bref Scale.

Results. The spiritual dimension -hope - showed positive effect in the physical, psychological, social relationships and environment domains of quality of life and beliefs negative effect in the physical and environment domains. Social support and attrition proved to be mediators in the

relationship between hope/optimism and quality of life. Daily spiritual experience of family caregivers proved to moderate the relationship between subjective attrition and physical and environmental quality of life.

Conclusions. The study highlights the importance of Social Work interventions focused on spirituality to decrease attrition and increase social support conducive to caregivers' well-being and quality of life.

ECSWE-84605

Housing deprivation and social work. Studying homelessness through homeless' discourse and training of new social workers in street work with homeless.

Maria Zisi - University of Peloponesse

Argyro Karakosta - University of West Attica

Georgios Filippidis - Democritus University of Thrace

Eleni Chronopoulou - Unisef

Abstract:
Consecutive crises in Greece created new conditions, magnified inequalities and increased the already existing uncertainty and precariousness. In this unstable environment, problems related with lack of housing increased, too. It becomes increasingly difficult to maintain a decent standard of living and social problems are becoming more complex, too. Social workers as frontline professionals, empower homeless to have their voices heard and reveal their real lives, as an essential element of needs assessment, planning and implementation of substantial interventions to address homelessness.

In this study, life paths of homeless people on the street are recorded with the use of narrative biographical interviews. Life trajectories, lived experiences, resourceful survival practices and future plans of homeless participants, are explored. Issues are raised and presented from long-term homeless' point of view. This study consists an important documentation, needs assessment and social planning reference for the sensitive problem of homelessness in Greece during the multiple crises.

Additionally, through this study, the role of social worker in street interventions with homeless and especially training needs in carrying out appropriate needs assessment and develop contemporary interventions and skills based on the needs and priorities expressed by the homeless, are highlighted.
References
https://learningacademy.cswe.org/products/homelessness-in-social-work-education
https://www.aasw.asn.au/document/item/12225
Social Work Education and Homelessness: Mobilising Academia–Industry Partnerships to Create a Homelessness Subject

ECSWE-87752

Auditing Team's Challenges While Monitoring Quality of Care in Nursing Homes

Barbara Lang - Ministry of Health

Sagit Lev - Bar Ilan University

Pnina Dolberg - Ruppin Academic Center

Abstract:

Background and Purpose: Against the background of partial privatization processes and the high prevalence of mistreatment in nursing homes, government-auditing teams constitute a significant factor in monitoring the quality of services provided in nursing homes. This study aims to examine how the Ministry of Health auditing teams in Israel experience their work and the challenges they cope with.

Methods: The research included four in-depth focus groups consisting of 19 multidisciplinary auditors. The qualitative analysis was encoded in stages with repeated comparisons between individual participants and within groups.

Results: Three themes emerged: (1) The auditing team - nursing home relationship in situations of suspected abuse, ranging from cooperation with staff to situations of denial and concealment of abuse; (2) The auditing team's role, which includes monitoring and investigative skills due to the nursing homes' attempts to deny and conceal mistreatment; (3) The audit's effectiveness, while alongside improving the quality of care in nursing homes, the audits are limited in their ability to monitor and enforce this quality of care.

Conclusions and Implications: The findings of the study emphasize the significant role of the auditing teams in protecting the well-being and security of the residents in nursing homes, as well as the obstacles the auditing teams face. In addition, findings indicate the need for appropriate training and tools for auditing teams.

Keywords: Auditing teams, nursing homes, abuse and neglect.

ECSWE-88203

Emotional and spiritual literacy of palliative care professionals: Which challenges for Social Work?

Carlota Napierala - Associação Acreditar

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Cristina Duarte - Universidade de Lisboa, Instituto Superior de Ciências Sociais e Políticas, Centro de Administração e Políticas Públicas, Rua Almerindo Lessa, 1300- 663, Lisboa, Portugal

Abstract:

Palliative care requires professionals, particularly those working in the field, awareness of all its dimensions, including the emotional and spiritual dimensions present at intervention. With this goal, the palliative care strategic development plan may include palliative care content from a holistic perspective.

From documental analysis and exploration interviews, this communication pretends to present the study results about palliative care plus emotional and spiritual literacy curricular plan contribute, from academic education and professionals' perspective, about including these dimensions in their education.

Results allow us to identify a distribution from public and private educational institutions around the country, mainly in the north, that includes these contents in their education, with a spiritual dimension as well. In complement, from the analysis of the 11 interviewed people, 2 of them social workers, it stands by that emotional and spiritual dimension belongs to human beings. In that sense, we need educational space to reflect, investigate and share with the scientific community all of the dimension's specificities, which palliative care-oriented education around the country already includes the possibility of attending these dimensions on their academic plans. The investigation drives us to the necessity of exploring these contents, having as potentially proposes its integration on curricula, in specific contents about all of the dimensions included in a logical way of learning and multidisciplinary intervention, where social work appears as an outstanding profession.

Keywords: Social Work, Multidisciplinary, Education, Literacy.

ECSWE-89420

Going glocal: global and local issues intertwined

Panagiotis Pentaris - Goldsmiths, University of London

Janet Walker - Lincoln University

Omar Mohamed - Social Worker

Abstract:

Social work is a profession characterised by its ability to adapt to the varied and complex circumstances in which it is practised. Its effectiveness is not merely found in its underpinning principles and values but their application in the many and different contexts in which they are found. Societal, familial and individual needs are drastically changing, and social work needs to respond to this by re-thinking its core knowledge and skills, and their application to the context. Higher education institutions offering routes to social work across the globe are responding to the need to internationalise the curriculum to strengthen the integration of responsive, transformational and socially just frameworks. The purpose of this workshop is to draw attention to the need and the demand for international social work as a specialist area that invites comparative measures to understand contemporary social problems and examine how such specialist skills may feature across social work curricular and training altogether, leading to more sustainable futures. This workshop will invite attendees to work in groups and explore intersected ways in which social work education can best equip future professionals practising in a multi-diverse locality, composed of global social phenomena.

Pedagogical methods

This workshop's approach is constructivist in pedagogic theory. In other words, the learner/attendee is put in the centre of the learning, and the delivery relies on group work, inquiry based learning, and interactive discussions. This approach will help facilitate a learning exchange environment rather than a behaviourist-led classroom.

Keywords: global; social issue; phenomenon; global; local; social justice; human rights.

Innovative, Creative and Art-based Approaches in SWE

ECSWE-10675

A qualitative analysis of the occupational stress of Romanian healthcare social workers: Implications for social work education

Georgiana-Cristina Rentea - University of Bucharest

Daniela Gaba - University of Bucharest

Florin Lazar - University of Bucharest

Anca Mihai - University of Bucharest

Alexandra Ciocanel - University of Bucharest

Shari Munch - Rutgers-State University of New Jersey

Abstract:

The mental wellbeing of social workers contributes to building sustainable social work services and lasting professional partnerships. COVID-19 has increased awareness of the unwanted effects of occupational stress on the mental health of workers in the health sector, including social workers (European Commission, 2021). In Romania, the scientific evidence on the topic is scarce (e.g., Dima et al., 2021; Trancă, 2021). The aim of this research was to identify the main sources of job stressors and the existing support among Romanian health social workers. Implications and recommendations for SWE are discussed.

Drawing data from a large mixed methods study (interviews, N=110; online survey, N=1,052), the last Romanian national survey of social workers available, here we analyse 20 semi-structured interviews with social workers in health care public and private organizations (17 women and 3 men with various client categories, averages: age 38, work experience in social work 9.5years), inquiring about the work challenges encountered and the support received. The face-to-face interviews (average 1h) were audiotaped, transcribed verbatim, coded and analysed by two team members.

The job stressors fall into three categories: relational (communication with patients, superiors, co-workers, other professionals), systemic (oversized paperwork, large caseload, late hours) and psychological (emotional burden of complex cases, death of clients), pointing to risks of compassion fatigue and secondary traumatization. Workers' coping strategies involve mainly self-care approaches, while organizational support relies mainly on informal channels and much less on coordinated measured. Integrated organizational responses could include continuous assessments of job stressors, professional supervision, individual counselling, and mental health training (e.g. mindfulness).

Keywords: social workers, occupational stress, staff management, coping behaviour.

ECSWE-11921

Participatory methodologies with a territorial approach and digital competencies in social services. INNOVAHUBSS Project

Rocío Muñoz Moreno - Universidad de Huelva

Octavio Vázquez Aguado - Universidad de Huelva

Elena Ferri Fuentevilla - Universidad de Huelva

Abstract:

ICTs have been introduced in practically all areas of our society. However, despite the efforts made, the penetration of digitalization in the development and access to social services is much lower than in other aspects of social reality. With the aim of contributing to change this reality, this paper presents the results obtained in the framework of the INNOVAHUBSS Project, whose objective is to identify local solutions with a participatory approach for the provision of social services through technologies. The work carried out has allowed, on the one hand, to deepen in the characteristics of the user population, in terms of access and their relationship with new technologies; and on the other hand, through the constitution of hubs, in which different social actors considered key in this process have participated, it has been possible to identify in a participatory manner needs and innovative solutions with a local approach, adapted to the characteristics and circumstances of each territory. If we want to make the implementation of new technologies in social services a reality and ensure that no one is left behind along the way, we must design strategies that incorporate the needs and realities of professionals and users, and also take into account the characteristics of the territories. The project presented here, funded by the Junta de Andalucía, is complemented by another project awarded in the same call, whose purpose is to carry out a diagnosis of professional competencies in order to address training strategies in the framework of social services.

Keywords: digital competences, participation, social services, hubs.

ECSWE-12649

Art Therapy and the Social Representations of Death in Portugal

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Abstract:

Social work in inter and multidisciplinary work intervenes in education in palliative care. By using art therapy, the humanization of Caring is enhanced throughout the process of living, death, and dying.

The Community of Practice in Palliative Care project, promoted by the Higher Institute of Social and Political Sciences of the University of Lisbon, was the starting point for carrying out this investigation that was part of the workshop "The social representations of death".

Based on the translation and adaptation of the revised original version of the Death Attitude Profile (DAP) (Wong, Reker & Guesser, 1987), the subcommunity applied the questionnaire to the population in Portugal, obtaining perspectives and experiences of the population of the representations of death and dying.

The workshop was designed based on the 32 questions of the scale, framed in the five dimensions of death: fear, avoidance, neutral acceptance, acceptance as an approximation, and acceptance as an escape, being applied to the participants of the 1st Conference "For a Humanization in Palliative Care".

Based on action-research methodology, participants performed analytical, integrative, and ex-

periential art therapy. They explored the scale innovatively; and applied dynamics and materials that allowed them to think creatively about their representations of that dimensions.

The workshop allowed the analysis of feelings in the process of death and dying in an innovative format.

To build bridges for the future in social work, this workshop intervention with creative practices needs to be applied to other groups so that it is possible to validate its application in different social contexts.

Keywords: Social work, interdisciplinarity, death, art therapy.

ECSWE-18467

Creative Life Writing as a De-Colonising Pedagogy in Post-Anthropocentric Social Work

Mona Livholts - Social Work, University of Helsinki, Finland

Abstract:

How can creative forms of writing social work in the academic world promote de-colonising and environmentally sustainable ways of knowing, thinking, living, and teaching? This paper is an invitation to generate creative ideas and practices for creative writing as a decolonising pedagogy in post-anthropocentric social work that include more-than-human embodiment and agency. It is inspired by feminist post-human philosophy and Indigenous scholarship in social work and interdisciplinary that proposes that humans are not the only creators of knowledge and demonstrates how art-based forms of expressivity promote renewed in depth understandings to diversity and intersectionality. The paper draws on my long-term engagement with creative writing and art-based methods in glocal- and post-anthropocentric social work, guided by the idea of research and teaching as a creative, critical, and reflexive story-telling practice. The methodological approach is creative life writing genres such and is diaries and letters, poetry, and photography. The talk is an invitation to consider how sustainable futures of writing post-anthropocentric social work calls for de-disciplining writing towards a creative, critical, and slow embodied more-than-human practice. Drawing on illustrations from my book The Body Politics in Glocal Social Work thematically related to childhood memories from a farm, environmental exhaustion as an alternative to social problems, and writing with water to better understand environmental justice, I demonstrate how essayistic forms of post-anthropocentric and posthuman thought offers creative writing in social work that opens for slower and creative ways of working that are inclusive of multi-species entanglements, languages, and landscapes.

Keywords: Creative Life Writing, De-Colonising Pedagogy, Post-human Philosophy, Post-Anthropocentric Social Work.

Knowing the effects and usefulness of new technologies in intervention with homeless people: the case of the NIDUS application

Ángela García Bernardos - Universitat de Barcelona

Jezabel Cartoixa García - Universitat de Barcelona

Sergi Sanchez Castiñeira - Universitat de Barcelona

Marta Llobet Estany - Universitat de Barcelona

Adela Boixadós Porquet - Universitat de Barcelona

Araceli Muñoz Garcia - Universitat de Barcelona

Abstract:

NIDUS is a pilot project on the use of digital instruments that favor autonomy and intervention with homeless people. It is based on an application in which service users can save and deposit their most important documentation (ID, passport, health card, etc.) –a digital safe box.

The evaluation of the project aims at identifying the benefits of the instrument both for service users and for social workers. It tries to measure the effects on the well-being, security, and social and digital integration of homeless people with high social vulnerability. It also tries to find out if the app helps to improve the social worker's intervention and the provided care. The study will contribute to the debates on several social work practice issues: the ethical and personal data protection challenges posed by the use of new technologies aiming at reducing bureaucratic procedures, as well as its effects on the relationship of trust between social work professionals and users.

The project uses mixed methods. Both interviews and focus groups and a survey have been carried out. Users, social workers, and managers of social entities have participated.

Keywords: evaluation, app, homeless, social work.

An exploration on anger, sadness and joy in social work: implication for social work education.

Alessandro Sicora - University of Trento

Abstract:

Emotions are key ingredients of many successful helping interventions. Nonetheless, many social workers and social work students still consider their emotions as a source of shame and something to hide rather than a way to enrich their understanding of the world around them.

This presentation will discuss the methodology and findings from a research on anger, sadness and joy that involved social workers from Italy to explore how and when these three important emotions emerged during their daily work. A concept mapping approach was used to achieve this aim. Concept mapping is a mixed-method participatory approach for collecting and analysing qualitative data.

Organisational issues are often at the base of much of the anger felt by social workers. On the contrary, joy and sadness are strongly connected to the relationship with service users. At the same time, reflecting on and sharing emotions, even the most negative ones, produce more resilient social workers in any context.

The presentation will highlight the implication of the outcome of this research for social work education. In fact, social work students, especially because of their commitment to internships, are on average under greater emotional pressure than students on other degree courses, and they often believe that they must control emotions rather than listen to and reflect on them.

The support offered by supervisors, tutors, or practice teachers is crucial to learning how to reflect on emotions in classrooms and during the internship.

Keywords: emotions, anger, sadness, joy.

ECSWE-23226

The Resolution Stick, Grief Landscapes and Articles in Art: Creating Possibilities in Social Work Education

Cheryl-Anne Cait - Wilfrid Laurier University

Abstract:

This presentation addresses creative pedagogical practices in social work education by highlighting three unique creative art approaches that stimulate diversity in learning and knowledge building (hooks, 1995, Lorde, 1984).

Conventional social work education sets aside values important for social work, playfulness, holism, relationality and creativity, to fit within the rigidity, formality and colonial nature of academia. Introducing art into classroom spaces challenges routine ways of thinking, and encourages students to connect who they are to what they are creating.

Three art engaged activities will be discussed to demonstrate freedom created in learning and knowledge through pushing boundaries of conventional classrooms. In a doctoral epistemology course, the resolution stick, a twig cocooned in twine, tied to Jewish High Holidays can create a sense of grounding, calm and collegiality as students begin a new course and program. In a course with incarcerated and university- based students 'grief landscapes', a song, poem, art piece, short story, collage facilitates reflection about how loss and grief present themselves. Articles in art is a group activity where students conceptualize an article they have read through painting on a canvas encouraging students to make sense of material through a new lens, frees people up to see things that can be hidden, and builds bridges across groups.

The making of art through poetry, short stories or visual art allows students to conceptualize difficult ideas, deal with uncertainty and doubt and creates ways of knowing that permit inclusion of the spiritual, mental, physical and emotional.

Keywords: Creative arts, social work education.

ECSWE-23305

Synthetic Memories: Create art through memories and emotions

David Prades - Domestic Data Streamers

Abstract:

Reminiscence is a social, innovative and creative project, which uses art as a form of expression and as a model of intervention.

Social intervention is accompanied using generative artificial intelligence (AI), a technology capable of turning text into images. We use this AI to represent memories, emotions and creativity of the people with whom we intervene, offering a safe and free expression space. We complete

the life stories with significant images, with graphically represented memories and moments, bringing to life the significant events in the experience of these people.

The images are created in seconds thanks to the AI of Dall·E 2, Stable Diffusion and Midjourney, where we write the information obtained from the person, this being the text used to generate the image, accompanied by the 'prompt engineer' technique, to complete the social intervention and create art.

This social innovation project is developed with elder people and elder people with Alzheimer's, patients with different cognitive characteristics, so that the intervention is adapted to work with all possible patients. The benefits observed are various in patients and professionals. The former develops a cognitive stimulation activity which puts them in contact with the latest technological advances, facing the digital divide, as well as working on their memory and enhancing their imagination by representing works of art. For professionals, it allows us to get to know the person better, create a bond of trust and security which strengthens the relationship and the practice of Social Work.

Keywords: social innovation; digital art; elder people and Alzheimer; artificial intelligence.

ECSWE-23440

Innovating Social Work Education: a training and research inspired methodology project

Elisete Simoes Diogo - Instituto Politécnico de Portalegre

Abstract:

SW is challenged to face immigrants' issues observing an increasing tendency of entries in Europe. Demands lead to discuss SWE innovative pedagogical methods to develop students' academic and labour required competences.

This exploratory study consists of a larger funding project with a doble aim methodology: 1. to identify and understand immigrants' challenges and overcoming strategies; 2. to capacitate SW students for research and intervention in migration issues. During 2021/2022 eight students were trained on migrations, and the biographic method and life story approach within a supported process of real research. Studies conducted by each student were published in book.

This paper's main research question is what are the students' perspectives on the methodology and project applied? The research designed was supported under a qualitative approach within a self-assessment process of meta-analysis using focus group with six students of the project. Data analysis was supported by MaxQDA.

Preliminary results focus on impact on students: i) access to fieldwork and to clients, since the SW course was being perceived as lengthy theoretical; ii) major developing empathy for immigrants' pitfalls; iii) feeling of "an experience of life" when listening the narratives in real time and concerning complex details of the histories; iv) increasing self-motivation for being a SW and for conducting future research; v) rising self-esteem based on the contribute for giving voice to immigrants, and for policy and practice. Pre-training and support during all process is an important enabler.

Conclusions show the methodology is appropriated to contribute for technical and ethical competences of SW students namely on social and cultural diversity and for academic motivation.

Keywords: Social work education; innovation; research and training; competences.

ECSWE-25986

Depictions of diversity in a 'Portrait of a Lady on Fire': Film as a teaching tool in social work education

Vasileia Papadaki - Hellenic Mediterranean University

Abstract:

A major challenge faced by social work educators is to find ways to overcome or minimize resistance to diversity curriculum; the COVID-19 pandemic presented an extra challenge regarding attracting and holding students' attention in online courses. This presentation describes the experience of the use of film as a teaching tool in an online diversity course in the COVID-19 era*. Viewing a feature film (Portrait of a Lady on Fire) with no direct references to contemporary society or social work and participating in a subsequent discussion was offered as a voluntary assignment to students. This presentation includes a) the rationale behind the choice of film, b) a description of the procedure (inspired by Russell's Model for Using Film), c) the outcomes and feedback from students.

The discussion was recorded and analyzed using thematic analysis. The feedback from students supports the idea of using film as a technique to stimulate discussion and explore concepts associated with diversity and intersectionality; all students considered the film as a valuable supplement to online lectures.

Unexpected circumstances such as the COVID-19 pandemic require imaginative ways to stimulate creative, flexible, and appropriate learning options for students. This experience illustrates how feature films as a teaching tool can provide opportunities for examining new perspectives and enhance critical thinking.

*Papadaki, V. (2022). Seeing diversity through the lens of 'Portrait of a Lady on Fire' - Use of film in the COVID-19 era, Social Work Education, DOI: 10.1080/02615479.2022.2038127

Keywords: diversity; use of film in the classroom; art-based social work education.

ECSWE-26420

My octopus teacher: diving into social work education of practice using photo voice

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Sara Melo - ISSSP, ISUP
Idalina Machado - ISSSP, ISUP
Marta Borges - ISCTE-IUL

Abstract:

Scientific research and professional practice have shown that the different forms of artistic expression (music, theatre, dance...) are particularly effective instruments for social intervention. For this reason, training social workers using art becomes, from our perspective, an acute condition.

Over the past decade, the use of the photo-voice methodology in the classroom proved to be a solid instrument to be used as a creative methodology (Malka, 2022; Lynch & Bengtsson, 2018; Peabody, 2013), but also as a facilitator for self-reflection (Mulder & Dull, 2014).

Departing from the visualization of the documentary "My Octopus Teacher", we have stressed the students in the classroom to use photo-voice in their practice training with drug users and in

rehab. Considering their interpretation of the documentary, we created an analogy for the use of photo-voice as a way to get to know and accept the person in his/her environment. On the other hand, to identify the potential risks and threats for the exacerbation of the problems experienced by people and to identify survival and learning strategies of the people accompanied. The study demonstrates a greater capacity for abstraction, an attempt to minimize the gap between theory and practice and, stimulate significant learning, increase creativity linked to greater intrinsic motivation.

Keywords: Photo-voice; Documentary; Social Work Practice Training.

ECSWE-30316

Blended Intensive Programme Social Sustainability: A cross-university teaching approach based on the planetary health education framework

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Margarita Sakilayan-Latvala - Diaconia University of Applied Sciences (Diak)

Vathsala Aithal - University of Applied Sciences Würzburg-Schweinfurt (FHWS)

Christine Myrdal Lukash - VID Specialized University

Abstract:

Background: The Blended Intensive Programme (BIP) Social Sustainability is an offer of the "3IN Alliance" (European University Alliance for Inclusion, Integration and Engagement). Students learn and collaborate in cross-university teams. We will present and discuss this innovative teaching format with a focus on social sustainability.

Summary: The students collaborate online and in an on-site week. The formation of cross-university student teams and getting to know the educational framework Planetary Health are components of the online phase. In the subsequent attendance week, the student teams visit organisations on site. There they discuss with practitioners in order to get to know selected problems in a regional context. The lecturers guide a global and historical contextualisation of the problems. The students understand the causes of the problems and discuss possible solutions. They reflect on cooperating in heterogeneous teams and get the opportunity to critically examine their own competence development.

Relevance: The teaching format enables students and practitioners to build up knowledge together. The educational framework "Planetary Health" forms the basis for a structured examination of challenges of social sustainability. The students develop important competences for active citizenship.

Conclusions: We used the ERASMUS + funding line of the BIPs for the cross-university development of the course. The prerequisite for a permanent implementation of the course offer is the financing of the necessary student and lecturer mobility's. Accompanying research on access to these funds is recommended.

Keywords: Social Sustainability, Planetary Health, Cross-university Teaching, Blended Intensive Programme.

ECSWE-32300

Barriers to the integration of evidence-based practice in social work

Maya Kagan - Ariel University

Abstract:

Background and purpose: The evidence-based practice (EBP) approach integrates social worker professional knowledge and experience with the most relevant research evidence, along with client needs and preferences with the aim of improving client outcomes by providing high-quality care. Studies emphasize the salient role of social workers` attitudes towards EBP in determining their willingness to integrate it in their practice. Albeit, these attitudes are not necessarily supportive. Therefore, in order to diminish barriers to the integration of EBP in social work settings, it is critical to identify factors that help explain social worker attitudes towards EBP. Hence, the current study explores demographic, organizational, EBP-related, and mental-health variables in relation to social workers' attitudes towards EBP. Methods: For the purpose of the study, 560 social workers were sampled by means of structured questionnaires (mean age = 36.44, 83.8% women). Findings: A four-step multiple regression revealed that length of professional experience, role ambiguity, work overload, and burnout were negatively associated with attitudes to EBP. Possession of professional skills required for EBP implementation, workplace social support, organizational encouragement to implement EBP, implementation of EBP by colleagues, and subjective wellbeing were positively associated with social workers' attitudes to EBP. No association was found between familiarity with EBP principles and attitudes to EBP. Conclusions and implications: Improving social workers' organizational climate, remediating necessary EBP related skills, and encouraging the implementation and modeling of EBP at work, as well as addressing social workers' mental-health issues, may significantly improve their attitudes towards implementing EBP in their professional practice.

Keywords: Evidence-based practice; Social work; Attitudes; Professional knowledge and experience.

ECSWE-32913

Dialoguing about dance, well-being and young citizenship: a systematic literature review

Joana Sofia Mesquita - Faculty of Psychology and Educational Sciences of the University of Porto
Eunice Macedo - Faculty of Psychology and Educational Sciences of the University of Porto
Helena Costa Araújo - Faculty of Psychology and Educational Sciences of the University of Porto

Abstract:

The widespread utilitarian society that devalues subjectivity and emotiveness[1] endorses the principles of a 'banking education', which the current pandemic can intensify[2]. Within a rights and citizenship promoter education[3], a research project is being developed to understand if and how the experiences of young people with dance can influence their well-being and their vision of themselves as citizens. Attention is given to how the broader social context impacts young lives concerning their education and citizenship.

At an early stage, a systematic literature review (SLR) was deemed necessary to: 1)identify the main subject areas in which these topics have been explored; 2)highlight relevant research to discuss young people's well-being and citizenship through dance; 3)map the distribution of studies developed so far; 4)analyze different theoretical perspectives on young people's well-being and citizenship emerging from different studies.

The present paper will focus on the SLR carried out on four databases (Web of Science, EBS-COhost, Scopus and Scielo), using the formula: «"dance" AND "wellbeing OR well-being" AND

"youth citizenship OR young citizenship"». Our protocol of inclusion/exclusion had the follow limitation: no restrictions about the scientific area; only considerer pair reviewed articles in open access and early access; published in the last 10 years; written in English, Portuguese and Spanish. In this paper we will present the analysis of 491 articles about «dance and well-being», excluding the ones that are not about young people; 6 articles about «dance and young citizenship»; and 58 about «well-being and young citizenship».

Keywords: Dance; Well-being; Young Citizenship; Systematic literature review.

ECSWE-34454

History Health and Happiness - creating community wellbeing through the use of objects

Peter Nelson - Sheffield Hallam University

Abstract:

Social work skills and practices are increasingly taking place outside of the individualistic paradigm of safeguarding. The World Health Organisation defines wellbeing as an element of health which is a state of complete physical, mental and social wellbeing, alongside being central to definitions of an individual's mental health where concepts of resilience and flourishing are prominent. There are a range of examples of work undertaken by museums with positive benefit to the wellbeing of those suffering from poor physical or mental health. There is also the notion of community wellbeing, relating to concepts such as community cohesion, social capital, community participation and regeneration. Work within the arts and heritage sector initially focused on the individual but is increasingly focussing on a more holistic view with the community having greater prominence. This paper reports on a three year evaluation of a heritage based project, located within an area of social derivation in the UK, which took objects into the community and used groupwork and co-production to directly influence individual and community wellbeing. The evaluation used mixed methods of logic modelling, questionnaire, scaling and ethnography to measure the impact on wellbeing, loneliness and social isolation. Findings indicate that skills and knowledge associated with social work education were central to success. However, the impact of emotional labour on the workforce was considerable, with vulnerabilities of operating outside of a traditional social work setting impacting on the wellbeing of individual practitioners. Recommendations are made for effective student learning to equip practice in non-traditional settings.

Keywords: community, wellbeing, health, heritage.

ECSWE-36754

Another brick in social work education: a meta-analysis of the use of arts or about what could be another Pink Floyd song

Daniela Monteiro - Universidade Católica Portuguesa, Faculdade de Filosofia e Ciências Sociais, Catholica Research Center for Psychological Family and Social Wellbeing

Sandra Mendes - Instituto Superior de Serviço Social do Porto; CLISSIS

Abstract:

Education and educational contexts are privileged spaces to generate change and build more socially just, sustainable, and inclusive societies. It is essential to think and rethink educational

strategies in Social Work Curricula to promote this potential, particularly in the contemporary context where humanitarian and climate crises and the proliferation of fake news are worsening. Fenton (2020), for example, addresses a concern observed in the younger generations of social workers, both at the level of communication skills, such as assertiveness, and at the level of critical thinking.

Through a literature review, this study aimed to identify the strategies used in Social Work education to promote communication and critical and creative thinking skills in students.

The literature on this topic points to the contribution of the arts in education and the promotion of critical and creative thinking (Chambon, 2008, Wehbi, 2015) that contributes to the move away from more technicist, instrumental approaches and rigid, bureaucratic organizational environments (Leonard, Hafford-Letchfield & Cauchman, 2018).

We advocate that the knowledge and dissemination of the strategies used and described in the literature review on this topic can contribute to stimulating, supporting, and guiding social work educators in the use of art in the training of social workers. Through the use of creative methods, they develop students' ability to think critically about social phenomena and problems, also finding visionary solutions to respond to them.

Keywords: arts; Social Work Education; critical thinking; meta-analysis.

ECSWE-42263

We are reconnecting with our compassion satisfaction through Collective Narrative Practice: "The forest of volunteer trees of Aprendo Contigo"

Ana J. Cañas Lerma - University of the Balearic Islands
Laia Riera i Negre - University of the Balearic Islands

Abstract:

The Peruvian volunteer organisation Aprendo Contigo offers volunteer programmes to university students, including Social Work students, through additional agreements with national and foreign universities. Their volunteer programme aims to provide sick children with educational support and spaces for friendship and leisure during their hospitalisation. Before the arrival of COVID-19, volunteers went to the hospitals (cancer and paediatric sections) daily, from Monday to Saturday, organised in groups and led by a coordinator. Due to the socio-health crisis experienced for two years, it was impossible to restart the programme. The volunteers experienced this situation as an identity mourning as they stopped participating in their community abruptly, without even being able to say goodbye to the children they helped daily. They have been able to return to the hospitals a few months ago, but the fear of contagion and the lack of re-entry is making it difficult to restart the programme.

The main objective of this communication is to present the group dynamics carried out with 150 volunteers on November 2022. Volunteers were guided to create their "volunteer tree" and reconnect with those people and stories that are important to them and make their identity as Aprendo Contigo volunteers grow. Once each person had created their tree, the "Aprendo Contigo's Forest" was represented, and they moved from individuality to collectivity. This innovative, creative and arts-based approach is an adaptation of Tree of life Denborough's (2008) and is focused on providing group responses to those who have experienced trauma.

ECSWE-43055

Transforming the Field Education Landscape: Promising, Wise and Innovative Practices

Julie Drolet - University of Calgary

Abstract:

Practicum, also known as field education, is the signature pedagogy in social work education. Practicum is the site where students learn to integrate and apply the values, knowledge, complex practices and skills of the social work profession. Despite its importance, field education is in crisis. Social work education programs are experiencing significant multi-layered challenges with delivering practicum experiences for students, and with integrating research in field education. There is an urgent need for social work education programs to re-vision how the profession prepares the next generation of social workers. This presentation will discuss the TFEL partnership that aims to integrate research and practice in the preparation of the next generation of social workers by developing partnered research training initiatives, both within academia and across the public and not-for-profit sectors, that enhance student and trainee research practice knowledge and applied skill development. The partnership is built on an inquiry-based learning and transformational approach that creates new opportunities for students and postdoctoral scholars to explore, identify and develop promising, wise and innovative practices in field education. The partnership is structured in three streams: (1) Digital Storytelling, (2) Development of Sustainable Field Education Models and (3) Applied Practice Research. A partnership approach is required to transform social work field education through multi-partner engagement, from a crisis model to sustainable models. This partnership (2019-2025) is funded by a Social Sciences and Humanities Research Council of Canada (SSHRC) partnership grant. Improved research training and mentorship related to field education and practice research will be discussed.

ECSWE-44212

Applying Design Thinking in Innovative and Collaborative Approaches to Social Work Training: A Quasi-Experimental Design

Siu Ming To - The Chinese University of Hong Kong

Abstract:

Social workers are being called to engage in collaborations to develop innovative services for user participation and empowerment; however, research on the impact of applying design thinking for service innovation and collaboration is generally lacking. Through the adoption of a pretest–intermediate test–posttest design survey, this study examined the possible outcomes of a community-based youth empowerment project guided by design thinking. A total of 46 social workers were recruited from 16 district-based youth centers in Hong Kong to join the study. All of them received social work training on design thinking and service innovation, and were supported by service partners in the planning and implementation of various innovative practices with young people. The results show that there were significant differences in creative self-efficacy and innovative behavior. Post hoc tests revealed that both the posttest mean scores of crea-

tive self-efficacy and innovative behavior were significantly higher than those of the pretest mean scores. Furthermore, the results indicate that there were significant differences in youth-practitioner partnerships and inter-professional learning. Post hoc tests showed that the posttest mean score of youth-practitioner partnerships was significantly higher than those of the pretest and intermediate test scores, whereas the posttest and intermediate test mean scores of inter-professional learning were significantly higher than that of the pretest mean score. This research suggests that social workers, young people, and service partners can co-create their ideas through interactions and different levels of collaboration, which can help construct an organizational environment where practitioners can tap into their creative potential.

Keywords: Design Thinking, Service Innovation, Inter-professional Learning, Empowerment.

ECSWE-49539

Strengthen diversity competence while studying part-time "Counselling in Social Work" (M.A.)

Dietrun Lübeck - University of applied sciences Berlin (EHB)

Abstract:
This contribution addresses the presentation of a study program at the Protestant University of Applied Sciences Berlin and is unique in Germany: "Counselling in Social Work" as a consecutive, part-time study program. It is aimed at graduates with a basic professional degree in Social Work, who are already professional active for at least 12 months and continue their practice while studying. The students are qualified to deal with the diversity and complexity of the challenges of counselling in their specific practise, taking into account social-/pedagogical, psychological as well as sociological, legal, socio-political and ethical approaches. Special features of the degree programme are (1) the entanglement of psychosocial counselling with social and global developments, (2) the deepening of counselling research in social work and (3) the explicit integration and supervision of self-awareness processes into the training process.
In addition, a quantitative and qualitative evaluation study will be presented on how the students experience their individual diversity competence development through the part-time study program and the continuous jointly interchange.
The overarching aim of the presentation is to highlight that the combination of academic training, the continuous exchange among each other from different working fields and the parallel professional practice directly strengthens the diversity competence of social workers. Further, it will be shown that academic institutions need constant mandatory input from practice to prepare their students for the complex requirements of the diversified problems and living environments of their clients and addressees.

Keywords: diversity competence, counselling.

ECSWE-54938

Enhancing empathy in international social work education through Virtual Reality: An analysis of students' experiences on bullying

Komalsingh Rambaree - University of Gävle, Sweden

Nessica Nässen - University of Gävle, Sweden

Jörgen Holmberg - University of Gävle, Sweden

Abstract:

Bullying is a major social problem affecting schools all around the world. Research indicates that innovative pedagogical uses of head mounted Virtual Reality (HMD VR) can have benefits in social work education. This study aims to analyze students' experiences of a bullying scenario in HMD VR, and in doing so exploring the pedagogical potential of this technology to support the development of empathetic skills, such as cultural competence. Through the lens of social constructivism this article applies empathy theory to address the following research questions: How do the students describe their experiences of the HMD VR bullying scenario? Can the use of HMD VR enhance social work student's empathic skills and if so how? Data was gathered through four Focus Group Discussions with thirty volunteer students based on their post-exposure to a HMD VR bullying scenario. ATLAS.ti v.9 software was used to undertake a deductive thematic analysis.

The findings reveal that the use of HMD VR provided the students with an immersive experience that evoked strong emotions and significant levels of engagement and connection. Furthermore, individually and collectively experiencing and discussing a bullying situation from a first-person perspective supported reflection on, and understanding of different perspectives, cultural competence and empathy as central aspects in social work profession. Thus, creative pedagogical uses of HMD VR can enhance different dimensions of empathy which is an essential element in social work education and learning. The article draws attention to different ethical, practical and pedagogical aspects that need to be considered in this process.

Keywords: social work education, Virtual Reality, empathy, cultural competence.

ECSWE-56150

PhotoVoice of Parents from Multi-Problem Families - Individual and Systemic Dimension

Izabela Kamińska-Jatczak - University of Lodz, Faculty of Educational Sciences, Department of Social Pedagogy and Social Rehabilitation

Abstract:

The presentation features visual and text material - in a form of photographs and short narratives related to them, that draw attention to the problems faced by parents in the individual and systemic dimension. These are people at risk of losing a child, in the process of family reintegration, or people who had gone through these painful experiences and managed to get their children back.

The purpose of the project was to create a space for parents to foster their creativity, to let them have their voice, to distance themselves from their experiences, to look at them in such a way as to notice the links between their life stories and systemic barriers affecting the course of their individual experiences.

The presented material was created as a part of art-based participatory action research, where six parents were actively involved in sharing their experience during the exhibition organised in a place dedicated to the activity of city residents. The project activities were conducted with the use of the Photovoice method.

The project participants created a message addressed to the representatives of institutions, „the people of the system", who establish professional relationships with them, as well as to local policy makers - members of the city council who make decisions concerning them. They appeal for

respect for their personal dignity from children's homes, family courts, local authorities. They propose organising help and support for young adults leaving children's homes, to stop the process of social problems reproduction.

Keywords: multi-problem families, art-based participatory action research, Photovoice.

ECSWE-57973

The narrative in the intervention of social work in families facing the grief of a serious illness

Marta Soler Piñol - Universitat de Barcelona

Maria Antonia Buenaventura Rubio - Universitat de Barcelona

Abstract:

The Jubert Figueras Foundation (FJF) goal is to provide to the caregiver families of ill people, who are displaced and without resources, an accommodation, basic support and accompaniment. The students of the master's degree on social and educational intervention of the University of Barcelona and Social Work, together, design an innovative and creative resource in the form of a story, telling families, children and adults, the temporal grief causes by a serious illness.

The qualitative methodology of reports and questionnaires of auto evaluation of students and the questionnaires for members of the entity analyze the learning and the benefits of the collaboration throughout two consecutive academic years.

The results show that the students learn to develop professional and personal skills; they grow stronger as social capital of the population in terms of solidarity and volunteering: they connect their experiences with the academic subjects and they increase the public conscience of the main social questions where they can apply their energy and creativity. For the FJF it represents an advance on the bonding of the academic knowledge with the action of the entity; it encourages its leadership and its professionals, and it increases its visibility favoring the learning-service.

In conclusion, this approach of the educational system based on the cooperative and collaborative learning promotes strategies of community development, it encourages entrepreneurship, the multiple intelligences, the positive coexistence and the gamification. It promotes the autonomy of students, developing a more profound understanding of themselves and a greater empathy and respect for others.

Keywords: Narrative, caregiver families, learning-service.

ECSWE-58027

Co-creation in social work education: Podcast social work case studies

Joanne Westwood - University of Central Lancashire

Abstract:

Podcasts are a relatively modern pedagogical innovation in social work education and training. Several types of podcasts have been developed and used with students and practitioners, including creating podcasts as a form of assessment and practitioners creating podcasts about practice and social justice issues for students to engage with. Advances in social and media technologies mean that podcasts often include a transcript which improves accessibility, whilst fle-

xibility when listening to podcasts facilitates students engaging with this mode of learning to suit their availability. The reach of podcasts extends beyond the traditional classroom, and they have potential to inform a wide audience.

Case study materials related to 6 different scenarios were developed. A scriptwriter then produced 6 separate case studies which featured a service user, a social worker and a third party discussing their views about a social work situation, related to for example child care law, adult law, adults social care, older adults, mental health and learning disability. The scenarios were audio recorded working with professional actors. Practitioners and academics provided a reflection for learning for each episode of the series, and a suite of digital learning resources to accompany the podcasts.

This workshop will discuss the development of the podcast series: Social Work Case studies a co-created learning activity which involved social work academics and practitioners. The workshop will then give participants the opportunity to hear segments of the case studies and explore the learning resources which have been co created.

Keywords: Social work education; Case Studies in social work; Podcasts in social work.

ECSWE-58793

Social Work Education during the War in Ukraine

Oksana Boiko - School of Social Work at the National University of Kyiv-Mohyla Academy
Nadiia Kabachenko - School of Social Work at the National University of Kyiv-Mohyla Academy

Abstract:
Since the beginning of the war in Ukraine on February 24, 2022, the study process at the universities was stopped. Only in a month there was a distance learning arranged at the School of Social Work at the National University of Kyiv-Mohyla Academy (SSW NaUKMA), based on the relevant experience during COVID-19.

The study was to explore the problems experienced by the SW students and lecturers from the SSW NaUKMA during the war in Ukraine, the experience of overcoming them, and identifying some innovative education approaches used in this context. The study had qualitative design with the use of Rapid Needs Assessment, notes from the meetings of lecturers and documents' analysis.

It was found that the most difficult situation was for the students at the last years of their studies who had to prepare BA and MA papers based on their own research. Relevant strategies were developed to support them where the key role was played by their supervisors. Relevant approaches were developed to organization of practice placement including assignments, assessment system. To prevent mental health problems, there were psychoeducation components embedded into lectures and workshops. Support by the group of social work educators and practitioners from the EsrASSW, EASSW, IASSW and other professional associations within the Initiative 'Solidarity and Support with Ukrainian Social Work Educators from the Schools of Social Work' was very important too.

Thus, in the permanently changing war context innovative approaches to social work education were used to ensure the students' gaining relevant skills and knowledge.

Keywords: social work education; war in Ukraine; innovative approaches in teaching social work.

ECSWE-64689

The Research Toolbox: eight ways for students to make their research projects more creative, fun and meaningful

Roxane Kroon - Amsterdam University of Applied Sciences

Yvette Wittenberg - Amterdam University of Applied Sciences

Joep Holten - Amsterdam University of Applied Sciences

Abstract:

The use of creativity is relevant for social workers in practice. This perspective is emerging within Dutch social work educational programs at large, and specifically in programs that focus on teaching students how to conduct research. However, it is not uncommon for students to conduct relatively distant 'interviews' to collect data, possibly because they are impressed by complicated research theory. At the same time, having a rich dialogical conversation is something that many students can do quite well from the beginning of their study.

Our school for Social Work has developed a Research Toolbox (www.toolboxonderzoek.nl) as a starting point for students to get inspired and learn more about different forms of practice based qualitative research methods." This website includes instructions about eight creative data collection methods that students can apply in their projects. Methods such as photovoice and storytelling, but also for example the use of drawing in research are described in a simplified form in this website.

We believe that the use of creative methods is essential in establishing contact and connection with vulnerable groups our students often work with. Moreover, the use of creative methods is known for its inclusive way to conduct research.

By allowing students to get started with research in an accessible way, we succeed in making their projects more fun and meaningful. We will share and discuss our story about the toolbox, hoping to inspire others to use creative data collection methods in educational programs.

Keywords: fun, meaningful, research.

ECSWE-67839

Creativity, fairy tales and critical reflection: On line teaching on diversities with the use of art during the pandemic.

Agapi Kandylaki - Democritus University of Thrace

Abstract:

The proposed presentation focuses on how 'on line teaching' throughout the pandemic and particularly during the lockdown period encouraged postgraduate and undergraduate social work students' creativity, empathy and compassion. Critical thinking and critical reflection were introduced through smaller group discussions, while collegiality, solidarity and cohesion have been encouraged through experiential learning, creative writing and artwork. The aim of the paper is to explain how critical perspectives in social work and their influences from Freire's critical pedagogy have been used to motivate and inspire students to create illustrated 'stories' and fairy tales on diversity and inclusion while working on social distance. Starting up from Robert Landy's "Hero's Journey" the students constructed innovative stories and fairy tales by combining their simple ' hero's journeys' in collective 'fairy tales' drawing from every day subjects re-

ferring to diversities, oppression, disability, discrimination, racism, refugees and exclusion. These stories and fairy tales have been used later on in school social work interventions, by post-graduate students/ school social workers, as part of an action research project that was introduced in various schools throughout the country. They have been used successfully as tools contributing to pupils' sensitization and most importantly to prevent racism, sexism and bullying, while they were simultaneously aiming at motivating even the most isolated to participate. The action research project has also contributed to the interdisciplinary co-operation, between social workers, psychologists and teachers, in schools.

Keywords: diversity, creativity, fairy tales, experiential on line teaching.

ECSWE-73546

Innovation by supporting reflexivity and participation (INORP)

Walter Lorenz - Charles University, Prague

Abstract:

This presentation summarises the key findings of a 5-country ERASMUS+ collaboration project on how to orient social work study courses meaningfully towards user participation which in many countries has become an accreditation condition. Users' inclusion in programmes requires sensitive negotiation that makes biases and power differentials, but above all "knowledge from experience" reflectively accessible for shared learning processes. A commitment to ethical standards and human rights avoids tokenistic and exploitative misuses of users' vulnerability but can never exclude conflict. Learning authentically from mistakes and dealing constructively with ambiguity were some of the key findings.

ECSWE-74686

Take a Walk in My Shoes: Photovoice Methodology as a Pedagogical Tool for Transformational Learning.

Uzma Danish - Trent University, Peterborough, Canada

Marina Morgenshtern - Trent University, Peterborough, Canada

Gabriela Novotna - University of Regina, Canada

Dalon Taylor - Wilfrid Laurier University

Abstract:

Photovoice is often referred to as a tool to expose systemic injustice (Jarldorn, 2019; Wang, 1999). Using a photovoice research project of immigrant experiences to secure professional employment, we highlight that photovoice is also a pedagogical intervention for transformative learning to help students link theory to action; engage in a dialogical process of action and reflection; and develop critical thinking on issues of race, difference, resilience, resistance, and equity. This research project, informed by feminist intersectional analysis of oppression, explored opportunities, challenges, and solutions in immigrants' experiences of securing professional employment in Canada. The participants' photographs and stories, collected through written reflections, individual in-depth interviews, and focus groups, exposed the unspoken systemic oppression they experienced through rejection, devaluation, exploitation, and judgement by social services staff, employers, and recruiters. These stories also provided a testament to the immigrants' strengths, resilience, and resistance. Finally, participants offered ideas for social ac-

tion needed to make a transformative shift away from individualizing the immigrant employment search process and draw attention to the role of the broad society in creating systemic challenges that immigrants face. The workshop attendees will have an opportunity to participate in a 'simulation' class where they will engage with the research findings; analyze case studies created from the participant stories; and join in a stimulating discussion about oppression, resistance, and social transformation.

Jarldorn, M. (2019). Photovoice handbook for social workers. Springer.

Wang, C.C. (1999). Photovoice: A participatory action research strategy applied to women's health. Journal of Women's Health, 8(2), 185-192.

Keywords: Photovoice; Transformational Learning; Oppression/Resistance; Immigrant Emplyment.

ECSWE-77390

Look at us: Invisible Women in Social Sciences and Social Work

Prof. Dr. Franziska Wächter - Catholic University of Applied Sciences Berlin

Abstract:
Under the lead of the Protestant University of Applied Sciences Dresden (Germany), together with the Seinäjoki University of Applied Sciences (Finland) and the Vienna University of Economics and Business Administration (Austria) the three universities carried out the (sequential) arts based and interdisciplinary teaching project "(In)Visible Women in Social Sciences and Social Work".The aim of the collaborative work is to develop a set of four "educational comics", available on a website as an OER (see womeninsocialsciences.eu). The topic of the joint course is embedded in the discourses and approaches of social, ecological and societal transformation, which are also anchored in the UN Sustainable Development Goals, especially in the pillars of "Gender Equality" and "Quality Education". To prepare students well for their future work in diverse (digital) teams, interdisciplinary and international knowledge and competences are necessary. The students worked together in project teams, digitally and in presence, cross-university. The aim was to contribute specific theoretical knowledge (Finnland: Social Policy and international perspectives to Social Services, Austria: Gender and Diversity in organizations, Germany: Social research, in contexts of social work) and to link it with the knowledge and competences of students from other disciplines and cultural contexts. In this way, the female scientists biographies could be analyzed and presented from different perspectives. The presentation will focus on : a) procedures in the academic and creative collaboration of the student groups b) evaluation results on challenges and successes in intercultural team collaboration, c) insight into the information comics (Jahoda, Webb, Swaine Thomas, Granqvist).

Keywords: education comics, sequential art, interdisciplinary virtual cooperation, female scientists.

ECSWE-77527

"Its not a book; it's a BoK": social work students' experience of using creative journaling practices as a pedagogical tool to develop transformative learning during the COVID-19 pandemic.

Dr Michael Wallengren-Lynch - Malmö University, Sweden

Abstract:

This paper presents an international social work education research project that explores the relevance and impact of creative journaling practices as a pedagogical tool for deep and engaged learning within our various social work curricula. The research project further aims to understand how reflective journaling can support the intersection of students' personal-professional identities. This presentation comes from a larger mixed-method project that aims to understand how creative journaling may help facilitate transformative learning experiences. The data for this presentation explicitly interpret conversations from four transnational focus groups comprised of 15 students from five participating countries in 2020-2021. Five significant themes emerged: Remote Learning during COVID-19, Resilience and self-care, Learning through creative journaling, Understanding self, and Pathways towards Transformative learning. Creative journaling practices are essential components of students' professional development processes. I intend to offer conceptual and practical points of view about the implementation and impact of creative journaling practices as a way for other social worker educators to consider how they might embed such an approach within their own courses to foster students' transformative awareness.

Keywords: Transformative Learning, Reflective Journaling, Transnational Research, COVID-19.

ECSWE-77703

Ubuntu African Philosophy, An Alternative For The Deepening Of Values In Higher Education In Angola: Realities And Challenges In The Light Of Legislation

Felisberto Kiluange Fragoso da Costa - Universidade Lusófona

Abstract:

The present days has been marked by rapid, complex and constant changes in the reality that surrounds us, in any field we may wish to refer to. The social reality around us is being transformed by different factors that give rise to new representations of it and new challenges. The ubuntu African philosophy postulates that nature is marked by constant change and that man develops his humanity in interaction with others, i.e., in community (Ramose, 2011), based on the principle that "I am because we are". Such philosophy suggests an active and dialogical listening, which prioritises the consideration of the other's point of view to solve the problems faced by the community (Brás, 2021). Since the logic of community rationality is so strong in this philosophy, it facilitates the co-construction of knowledge for the service of the community, unlike the neoliberal logic of competition, meritocracy and economic purposes. Given this, how can the ubuntu African philosophy facilitate the deepening of values in Angolan higher education? Based on the study of the legislation that institutes higher education in Angola, this communication aims to analyse this philosophy as an ideal reference for the deepening of the values that characterise graduates of this level of education as conscious, active and interventive citizens for the transformation of the social reality around them. Through a bibliographical research, with regard to the values that are described in the transversal profile of higher education graduates in Angola (Kandingi, 2015), contrasting them with those suggested by the Ubuntu philosophy, it is expected to contribute to the construction of the theoretical body of the ongoing doctoral thesis.

Keywords: ubuntu African philosophy, higher education, values.

ECSWE-77763

"Skills of the future - How to develop intrapersonal skills to increase wellbeing?"

Pascu Florina - Babes Bolyai University, Cluj- Napoca, Romania

Abstract:

Our society is challenge us not only at the professional level and mostly at personal and inter-personal level. As a social worker it is even much harder to handle the own life challenge and work challenge and adapt in a healthy way to society changes. For sure a social worker has alre-ady a good set of skills which helps to perform at the highest level a good interaction with other people, especially with the clients. Question is all the social workers have skills to relate in a he-althy and caring way with they own person and to take care about they own personal wellbeing? Can, despite of the challenges, to maintain a high personal well-being? This paper brings in at-tention a study case about an organization which implement a personal development program for employees with aim of increasing them personal wellbeing. This organization highlights cus-tomer care approaches in the same way with the wellbeing of its own employee. The personal development program contains a combination of activities of self-discovering and self – aware-ness with feedback, sharing and peer-working and peer-supervising to help participants to be-came responsible and autonomous for they own personal development and to continue the process even after the program ends. The purpose of the case study is to bring an example of best practice and to allow other organizations to adopt a successful wellbeing practice for the employees in the customer care field.

Keywords: skills of the future, social change, intrapersonal competencies, personal develop-ment process, personal wellbeing, peer-supervising.

ECSWE-79061

Contemporary, Real, Innovative, Creative, Casuistic Artistic Based Learning: Truth or merci-ful Lie? Deciding how to treat people with serious communication problems and how we teach it

Kateřina Ivanová - Department of Public Health, Faculty of Medicine and Dentistry, Palacky Uni-versity Olomouc, Czechia

Adam Doležal - Department of Medical Ethics and Humanities, 2nd Faculty of Medicine Charles University in Prague, Czechia

Martin Zielina - Department of Medical Ethics and Humanities, 2nd Faculty of Medicine Charles University in Prague, Czechia

Lubica Juríčková - Department of Public Health, Faculty of Medicine and Dentistry, Palacky Uni-versity Olomouc, Czechia

Abstract:

The casuistry method of teaching was already recommended by Hippocrates (Hanák, Ivanová, 2018). It is important that the current findings are described. Beauchamp and Childress (2019, 8th ed.) state four principles of ethical decisions in medicine: beneficence, non-maleficence, respect for autonomy, justice. Both casuist and principle approaches (Zielina et al., 2022) are connected by the Four boxes method (Jonsen, Siegler, Winslade, 2022, 9th ed). We use this method with physicians to find out their experience with ethically questionable situations in con-

temporary medicine (n=605 questionnaires). Typical situations are selected from the question-naires by experts, commented on and generalized into case reports, processed using the story-telling method (Doležal, 2021) and taught using the Case Based Learning method (Dickinson, 2018), i.e. general edification using a story about an individual. The aim of the article is to show how we use these methods to teach doctors to make decisions in situations where patients are not aware of their difficult social situation, have problems with communication, and his family strongly urges the doctor not to tell the patient the truth, to make decision against his autono-mous wishes, which seem to be meaningless, endangering both their quality of life and the level of necessary social care. We present a specific teaching procedure divided by: 1) medical indi-cations; 2) Patient preference; (3) quality of life; 4) Contextual frameworks. We present student interactions (n = 212), teacher evaluation (n = 4) and summaries of teaching as a usable metho-dology for other topics of health and social work.

Keywords: Story-telling; Case Based Learning; Autonomous wishes; Doctor's decision.

ECSWE-79421

Participatory methodologies: masks as a form of expression and knowledge generation

Lorena Loureiro-Añón - Universidade de Santiago de Compostela

Paula Frieiro - Universidade de Santiago de Compostela

Yésica Rivas-Vieito - Eulen Servicios sociosanitarios

Lucía Vázquez-Vilacoba - Cruz Roja Española

Abstract:
The use of participatory methodologies in teaching Social Work aims to promote active partici-pation and dialogue in the classroom, fostering collective and collaborative knowledge cons-truction. These methodologies seek to deepen the learning process, resulting in experiential and meaningful learning. In this respect, the objective is to present alternative training experien-ces based on the technique of the mask, since these allow stories linked to the context to be told and analyzed in a situated way. It is a form of expression loaded with symbolism about the course of life, one's own and others' circumstances, therefore, they allow what is masked and/or unmasked to be shown. The aim of this communication is to present innovative pedagogical practices based on the mask technique. These were applied in times of pandemic and continu-ed in the subjects of Social Work and Social Inclusion and History of Social Work. Through the masks, the students approached experiences of people in situations of social exclusion and also linked to historical memory, experiences of Francoism, with the aim of reflecting and analyzing the personal, the social, the relational, the structural, based on them and also to create good practice counter-masks for inclusion and social intervention. In conclusion, it is explained how the mask technique allows theory and practice to be linked, promotes critical thinking and the development of ethical skills and competencies for social intervention, as well as generating al-ternatives for expression of people in the process of accompaniment and social change.

Keywords: Participatory methodologies; Mask; Expression.

ECSWE-80352

Using visual history in social work education

Tanja Buda - University of Ljubljana, Faculty of social work

Abstract:

Education in social work is faced with many challenges when it comes to presenting the history of oppressed groups and individuals. Historical context is especially important because it can help us to understand the current situation of the oppressed. Therefore, what I wish to clarify is: how do we introduce the history of the oppressed in social work education to promote social justice in the present?

Visual history as a method for education is not usually applied in social work, but can offer an innovative approach to present the history of the oppressed and a context in which inequalities appeared. Together with the theory of pedagogy of the oppressed, which emphasizes knowledge as tool for liberation and social justice, visual history can introduce completely new aspects in social work education. First, pictures presenting the oppressed attempt to overcome power imbalances between the teacher and the students and transferring knowledge and critical thinking skills. Furthermore, using the method of visual history can highlight many topics that are part of the contemporary social work education (gender, disability, migration, families etc.) and shows their intersection. Finally, the use of pictures contributes to a creative way of teaching and allows students a different form of memorization. Historical pictures contribute to questioning the contemporary situation of oppressed groups and individuals, as it encourages students to develop political advocacy skills, making changes within the community and understanding power relationships.

Keywords: pedagogy of the oppressed, social justice, pictures, critical thinking.

ECSWE-83808

Talking and learning with the experience(s): A reflexive exercise with social work students on their internship practice

Vera Lúcia Ferreira Mendonça - University of Trás-os-Montes e Alto Douro / Centre for Research in Anthropology

Pedro Gabriel Silva - University of Trás-os-Montes e Alto Douro / Centre for Transdisciplinary Development Studies

Octávio Sacramento - University of Trás-os-Montes e Alto Douro / Centre for Transdisciplinary Development Studies

Telmo Caria - University of Trás-os-Montes e Alto Douro / Centre for Transdisciplinary Development Studies

Abstract:

The communication presents an exercise designed to stimulate critical reflection and reflexivity conducted with social work students doing internship practice in the final year of their undergraduate program. Reflexive exercises have had ample use in the context of individual and group supervision (Davys & Beddoe, 2009; Graham, 2017) and service users' advocacy (Houston, 2015). The exercise was deployed through collaborative methods and focus groups and sought to instigate the students' inter-subjective recollection and collective sharing of their first contacts with professional practice in organisational contexts. The objectives of the communication are (i) to present the aims of the exercise; (ii) to describe and explain the methodological design and operationalisation of the exercise; iii) to share the outcomes of the exercise. The exercise was implemented three times between 2016 and 2018 by four instructors with three

distinct student cohorts (n=150). Key categories on analysis, consistent with topics of discussion regard i) how students experienced the process of integration in the internship organization; ii) how students conceptualized intervention problem(s); iii) how students represented the (dis)continuities between academic knowledge and practice-based learnings. Drawing from the analysis of how students responded to and reflected on these issues, we were able to realize the most important challenges students face, exposed in their own terms and based on their own reflections about their experience. We were also able to identity issues regarding the organization and functioning of the internship training stage.

Keywords: internship, reflexivity, supervision, critical reflection.

ECSWE-87448

LUTO (EU): A learning and citizenship experience around gender violence

Luzia Oca - UTAD / CRIA
Vera Mendonça - UTAD / CRIA
Sandra Mendes - Instituto Superior de Serviço Social do Porto

Abstract:
We propose to present an innovative teaching methodology, followed since 2015, in the curricular unit "Citizenship, exclusions and empowerment" of the degree in Social Work at UTAD (Portugal). The developed experience responds to the challenge of achieving meaningful learning capable of articulating the theoretical and practical foundations of Social Work.
Social Work students at UTAD come predominantly from a peripheral, rural and ageing region, where activism practices for citizenship rights are scarce, with little awareness of gender inequalities. The teaching methodology "LUTO EU" begins with a theoretical part based on feminist theories and in the second part, with a practical component following an arts-based approach under teaching supervision to organize a commemorative event. For one week, the university spreads an expository art-based research work about gender violence in Portugal in different areas, made by social work students. The aim is the academic community being aware of the Portuguese reality regarding violence against women. To give visibility to the "International Day for the Elimination of Violence", a theatrical dance performance is created every year by students in homage to the women murdered in the previous year. Finally, students and teachers organize a seminar about gender violence to put on the political agenda the reality of Portugal regarding femicide and gender inequalities. This pedagogical activity was developed between 2015 and 2021, consolidating itself and changing the agenda of university events. Social Work students take a central place, collectively experiencing the fight for citizenship and construct bridges between theory and practice.

Keywords: Violência de género; feminismo; cidadania; Serviço Social.

Lessons from the Pandemic in SWE

ECSWE-10670

What If Online Sexual Harassment Happens: Prediction Of Coping Strategies Among High School Students

Lucija Vejmelka - University of Zagreb Faculty of Law

Tomislav Ramljak - Center for missing and exploited children Croatia

Miroslav Rajter - University of Zagreb

Roberta Matković - Institute for Public Health of Split Dalmatia County

Abstract:

Online sexual harassment of children includes posting or distributing intimate content with the aim of harassment that could lead to severe negative consequences. Croatian Safer internet center conducted representative research in high schools (N= 2016, 53.8% boys, 43.9% girls, 2.3% other/NA, average age: 15,74). The aim was to explore the sexually risky behaviors of children and exposure to online sexual harassment (OSH).

Children spend 6 hours daily online, with 93.1% witnessing, 48.5% perpetrating, and 41,2% experiencing OSH. When asked about their actions when it happens, principal components analysis obtained two dimensions: "Seeking help" and "Independent problem solving". Regression analyses were conducted to determine the set of predictors explaining each dimension: age, gender, grade point average, siblings, daily Internet use, exposure to sexual harassment, and experiencing and perpetrating online sexual harassment. Selected predictors significantly explain the "help-seeking" dimension with 4.1% of the variance and the "independent problem-solving" dimension which explains 12.0% of the variance. Results indicate that girls with fewer online hours and without OSH tend to estimate they would seek help if they experienced OSH. Also, girls with a higher grade, who spend more time on the Internet, more often witnessed OSH, and less often sexually harassed others show a greater tendency to solve problems independently. These findings can direct tailored preventive activities for online sexual harassment.

Keywords: Online sexual harassment, high school students, help seeking.

ECSWE-12067

The meaning of online social work education for students and faculty during Covid-19: Between preservation and change

Liat Shklarski - Ramapo College of NJ

Chaya Koren - Haifa University

Yael Latzer - Haifa University

Yaara Paz - Haifa University

Abstract:

Academic online social work (SW) education has developed over the decades, fully transitioning to it following the COVID-19 pandemic. Studies have examined emotional responses, coping strategies, and resilience of faculty and students to this transition. Our aim is to examine online education experiences and their meaning for faculty and SW students following the COVID-19 pandemic. Semi-structured qualitative interviews were audio-recorded, transcribed verbatim,

and analyzed based on principles of thematic analysis. Interviewees included 15 SW students and 15 faculty members at schools of SW (n=30) from universities and colleges throughout Israel, who also participated in a quantitative survey addressing online SW education. Findings include two themes: (1) Between the illusion of intimacy and the illusion of anonymity – Is it so? (2) Experiences of difficulty, acceptance, and choice relating to online education interactions. Both themes refer to interpersonal dimensions of communication and contact between faculty and students and among students. Desire to preserve a traditional education format versus openness to the online platform are discussed using critical reflexivity. Alternative education plans combining the two should be developed. The unique and deceptive interplay between intimacy and anonymity in the online space should be considered in courses relying on inter-personal interaction and self-disclosure.

Keywords: Social work education, Covid-19 pandemic, intimacy, anonymity, critical social work, qualitative interview study.

ECSWE-13602

Conducting ethical research amid the Covid-19 pandemic: An example of research with Female Sex Workers in India.

Sharvari Karandikar - The Ohio State University

Abstract:

This presentation provides an example to social work educators and researchers of designing and conducting ethical research amid the Covid-19 pandemic. COVID-19 disrupted everyday life for people around the globe, particularly populations that were already vulnerable. This in-cluded migrant female sex workers (FSWs) in Hanuman Tekdi, a red-light district in Bhiwandi, India. Using a structural vulnerability lens, this study sought to document the impact of the CO-VID-19 pandemic on these FSWs. In-depth interviews were conducted through daily field visits at the red-light area of Hanuman Tekdi in Bhiwandi, India. Interviews were conducted in Hindi, transcribed in Hindi, and translated into English. Rigorous qualitative research techniques were used to collect and analyze data. Nineteen in-depth interviews were conducted to answer four research questions: (1) How and what did migrant FSWs first learn about COVID-19 and their immediate reactions? (2) To what extent migrant FSWs were able and willing to (re)connect with extended family and/or return to their rural villages during the pandemic? (3) How did the CO-VID-19 pandemic, and national lockdown of India, impact the commercial sex trade in the red-light area of Hanuman Tekdi? And (4) What types of assistance did migrant FSWs receive during the pandemic? Findings from this study pose significant implications for social work practice and education by showcasing ethical community-based research conducted among vulnerable populations. Specific challenges and learnings from conducting research in the midst of COVID-19 pandemic will be discussed.

Keywords: Covid-19 pandemic, ethics, Community-engaged research, Sex work, India.

ECSWE-17570

A Longitudinal Study on Social Work Students' Situations During the COVID-19 Pandemic: Lessons for Post-Pandemic Social Work Education

Thomas Schmid - Eastern Switzerland University of Applied Sciences (OST), School of Social Work

Tobias Kindler - Eastern Switzerland University of Applied Sciences (OST), School of Social Work

Abstract:

Background and purpose: With the outbreak of the COVID-19 pandemic in spring 2020, the conditions of social work students changed drastically, and yet little was known about their situations in many ways. The aim of this study was to examine challenges, attitudes towards studying, social support, and coping strategies of social work students during the COVID-19 pandemic, and to analyze how their situations have changed under pandemic conditions.

Methods: Drawing on a quantitative longitudinal research design, 99 students enrolled in the bachelor's and master's programs at the school of social work at a Swiss University of Applied Sciences were surveyed over four points in time, starting in the spring semester 2020 and ending in the fall semester 2021.

Findings: This study identifies being distracted, getting things done and worrying a lot as the main challenges across all analyzed semesters. Significant changes have been found in the challenges of being alone, planning the day, having no accurate workplace, and technical issues. Moreover, social work students' attitudes toward their studies, as well as their social support, have changed significantly between the spring semester 2020 and the fall semester 2021.

Conclusions and implications: The results of this study contribute to a broad-based assessment of the students' situation in and beyond COVID-19 conditions. Additionally, the findings show how students developed powerful strategies to cope with challenges relating to the pandemic. Finally, the findings also serve to better assess future developments and opportunities – such as the challenges associated with the digitalization of learning and studying.

Keywords: COVID-19 pandemic, social work, students, education.

ECSWE-19002

Lessons from the Pandemic in Social Work Field Education: rebuilding bridges for a sustainable field education network

Maria Tereza Leal - Universitat de Barcelona. Unitat de Formació i Recerca (UFR) - Escola de Treball Social

Angela Garcia - Universitat de Barcelona. Unitat de Formació i Recerca (UFR) - Escola de Treball Social de Treball Social

Judit Castro - Universitat de Barcelona. Unitat de Formació i Recerca (UFR) - Escola de Treball Social de Treball Social

Adela Boixadós - Universitat de Barcelona. Unitat de Formació i Recerca (UFR) - Escola de Treball Socialde Treball Social

Marta Arranz - Universitat de Barcelona. Unitat de Formació i Recerca (UFR) - Escola de Treball Socialde Treball Social

Abstract:

During the Pandemic the opportunities to learn how to integrate theory into practice have been hazarded by the sanitarian restrictions of internships centers.

The centrality of field education to social work curriculum is well known, but even before Covid-19, authors (Bogo, 2015) have been indicating a crisis on field wok due to field instructors' overload of work and a general feeling of devaluation of their role.

After the Pandemic, this panorama has been complicated by unprecedent and unreversible changes in health and social care services. In order to answer to ECSWE 2023 concerns, SWE need to assure high quality field education and foster the collaboration between the current generation of practitioners and the future professionals.

This presentation addresses the matter of how to rebuild and reshape a sustainable network of field work centers and instructors in a pos pandemic context.

For this purpose, it describes the challenges faced during the pandemic by the Social Work School of Universitat de Barcelona and it presents a participatory research using the Costumer Journey method.

The technique maps the experience of field instructors during the internship of SW students and reflects graphically the satisfaction, barrier points and emotions alongside the internship service provision.

The expected results are the improvement of the internship experience, the strengthening of the field education network and the engagement of practitioners in the developing of social work curricula.

Bogo, M. (2015). Field Education for Clinical Social Work Practice: Best Practices and Contemporary Challenges. Clinical Social Work Journal, 43(3), 317–324.

Keywords: social work, field education, field instructors.

How was internship taught in a pandemic context? Pedagogical strategies

Maria Inês Lisboa Guerra Cardoso - Universidade Católica Portuguesa- Faculdade de Ciências Humanas

Abstract:

Curricular internship is one of the main features of training in SW. It is closely linked to theoretical and practical teaching, seeking to develop skills in three fundamental areas: theoretical, practical and methodological knowledge, technical skills and abilities and professional attitudes. It constitutes a privileged moment of learning, offering an approach to real situations of professional life. In a pandemic context it was necessary to rethink pedagogical strategies for approaching professional practices, as well as the relationship with the respective populations. Therefore, the aim was to understand how, in the pandemic context, internships were carried out in the different contexts of SW intervention. On the other hand, it was analysed whether the pedagogical practices used in pandemic times will be assimilated into the current programmes.

This is an exploratory study involving all the students enrolled in SW internships at the Catholic University of Portugal during the pandemic. This exploratory stage began with a qualitative methodology, through a survey. The survey script included open questions about the internship (e.g. "What did you have to change in your practice during the pandemic period? Did this chan-

ge bring constraints and limitations to your internship? If yes, which ones?) Thus, we intend to understand through the students' narratives the impacts of the pandemic on their training. The evaluation sheets of the curricular unit and the final reports of the traineeship were also analysed. It is considered that the study may contribute to a more current reflection on training in SW.

Keywords: internship; Social Work; Pedagogical Strategies; pandemic context.

ECSWE-23939

Evaluation of the impact caused by the Covid-19 pandemic on Burnout and the perception of Social Support in university students of Social Work.

Hélder Alves - Higher Institute of Social Work of Porto; INESC-TEC

Idalina Machado - Higher Institute of Social Work of Porto; Institute of Sociology of the University of Porto

Sara Melo - Higher Institute of Social Work of Porto; Institute of Sociology of the University of Porto

Abstract:

Studies about Burnout in higher education students are frequent. However, the longitudinal evaluation of this symptom is very scarce. The present study examined the extent to which the signs of school burnout and the perception of satisfaction with social support changed during the Covid-19 pandemic. The first was assessed by the Maslach Burnout Inventory for Students (MIB-SS Students), and the second by the Social Support Satisfaction Scale (ESSS).

The validation of the factor structure of the two instruments used considered the stability of the factor structure between the temporal perception of the two assessments (invariance), with the model adjustment being the most parsimonious taking into account the two assessment "moments" (before and during the pandemic). The goodness of fit indices used were: X2/df, CFI, GFI, RMSEA and P(rmsea<= 0.05). The AIC, BIC and BCC information criteria were also used to compare the alternative models. The target population of this study were all students enrolled at the Higher Institute of Social Work of Porto in the academic year 2020/2021. The sample consisted of 171 students, mostly female (97%), with a mean age of 24.1 years (± 7.4), of all courses (84% from bachelor and 16% from master) and years of curriculum (1st and 2nd years -32%; 3rd year – 25%; 4th year – 11%). Both modified models for the MIB-SS Students and the ESSS revealed adequate factorial validity. The results of paired comparisons show a statistically significant increase in burnout among students during the pandemic and a decrease in the perception of social support.

Keywords: Burnout, Social support, Social Work, Covid-19.

ECSWE-26802

Social work supervision in pandemic times: decision-making and self-care

Maria Irene Carvalho - ISCSP/CAPP Universidade de Lisboa

Carla Ribeirinho - ISCSP/CAPP Universidade de Lisboa

Abstract:

This comunication explore the impact of SW supervision practices in pandemic times. SW supervision is a process of support for professional decisions and personal and professional deve-

lopment. During the pandemic (March to July 2021) a supportive supervision model was created and developed, using digital technologies, to respond to the challenges of taking care of older people and of managing resident services and home care services facing the public health regulations. This process support SWs increasing the personal resilience mechanisms to face the challenges of the pandemic. Supervision was carried out by a SWs weekly, with an average duration of 45 minutes and carried out individually. During this process information was collected and analysed on the issues, observations and reflections that concerned the professionals and on potential intervention strategies. Sixty SWs who gave their consent to participate in the supervision process.

The results of this practice show that the supervision developed in this context and through digital technologies allowed professionals to face the unknown of the pandemic with more resilience, increasing the safety of the decisions made in the management and provision of care and in the protection of the older people and the institutions' employees. In this space and time, professionals had emotional support, encouragement, catharsis and venting of emotions, in addition to the reinforcement of the importance of self-care. Supervision allowed professionals to develop skills to act in emergency situations, as well as awareness of the importance of self-care and resilience in the face of constantly changing realities and the adversities of pandemic.

Keywords: Social Work, Supervision, older people, pandemic, professionals.

ECSWE-27325

Incorporating everyday space into social work education during the pandemic: an international collaborative experience

Felipe Saravia - Universidad del Bío-Bío

Daniel Gutierrez - Universidad de Lleida

Abstract:

This study analyses the educational experience of 74 social education and social work students from Spain and Chile in the context of the pandemic. It examines their experience of everyday space through videos and online discussion groups and presents the students; qualitative analysis of subsequent reflective writing results. The experience strengthened the bond between students and their surrounding spaces, enhanced international connections, and helped develop meaningful learning processes. It concludes by emphasising the relevance of the spatial dimension in understanding online learning communities.

Keywords: space, international collaboration, online education.

ECSWE-29076

Back to the future: How Master of Social Work Students adjusted to returning to in-person instruction during the COVID-19 pandemic

Liat Shklarski - Ramapo College of NJ

Kathleen Ray - Ramapo College of NJ

Abstract:

The global COVID-19 pandemic impacted everyone's life. As such, social work students who have traditionally studied the profession predominantly in an in-person learning method had to

adjust to remote learning. During the Fall of 2021 and Spring of 2022, many institutions required social work students to return to in-person classes after utilizing remote platforms. Research on the transition of social work students to remote learning has been developed. However, little research examines the impact back to in-person learning during the global pandemic. The current study used a convenience sample of 135 Master Social Work students in the tri-state area in the United States. The study's goal was to explore the emotional and cognitive impact of transitioning back to in-person classes after they have spent a minimum of one semester studying remotely. Results from the current study reveal the following elements: (1) Students want to be able to choose the way they study (in-person vs. remote); (2) emotional preparation is required for students to better adjust back to in-person learning; (3) students have multiple psycho-social concerns that impact their ability to engage in their social work education. We recommend that institutions be flexible in their delivery of academic content and provide additional support to their students with an emphasis on emotional support to allow them to process the effect of the global pandemic on their social work education.

Keywords: Master of Social Work Students, in-person instruction, adjustment, COVID-19 pandemic.

ECSWE-30290

The shift towards more remote and hybrid, digital practice in social work: supporting students to negotiate increased autonomy and isolation

Dharman Jeyasingham - University of Manchester

Abstract:

This paper will present findings from the research project 'Becoming Agile in Children's Safeguarding Social Work', funded by the UK Economic and Social Research Council, which explored the shift towards more digital, remote and hybrid working in children's social work in England, since March 2020. At this point, most UK social workers began to work remotely from their homes, as part of the country's first Covid-19 pandemic lockdown. More recently, hybrid working practices that include co-present and remote interactions, and online and digital communication between practitioners, supervisors and families, have become normal and routine for many social workers.

Practitioners, service leaders, and young people and parents who have used children's social work services in three local authorities participated in the study. We used interviews, research diaries and observations of social workers' everyday practice to find out about the communication practices, relationships and experiences involved in remote, hybrid and digital practices, and how these were viewed by participants.

The presentation will summarise the study's findings and explore their implications for social work education. In particular, it will consider:
*ethical dilemmas emerging from this shift;
*how social work programmes might support students to develop the skills and understanding needed to work more autonomously and negotiate increased isolation;
*social work education's role in influencing future practice approaches.
The presentation connects with the conference sub-theme 'Lessons from the Pandemic in SWE' as well as the overarching theme: building bridges for more sustainable futures.

ECSWE-35089

The Course Was My Lifesaver": The Significance of a Mindfulness and Social Work Course for   Students in Israel During the COVID-19 Crisis

Dr. Einav Segev - Sapir Academic college

Abstract:

Background and purpose of the presentation: This presentation will describe a course on mindfulness and social work in an Israeli college. During the course, the students dealt with the unpredictable reality and challenges of the COVID-19 crisis. As they studied and practiced mindfulness, they experienced new life circumstances, as a living lab (Segev & Nadan, 2016), creating a direct encounter with the course concepts. Practicing meditation became particularly significant for them given their coping with the crisis and the relationships in their personal and professional life.

 One of the course's requirements was writing a journal. Analysis of the students' journals suggested a three-stage learning process: (a) ambivalence toward the course, (b) the
magic of mindfulness, and (c) reflection and selection. The findings indicate
that the students experienced the course as helping them deal with the COVID-19 challenges on personal, professional, and academic levels.
The presentation will address the conference's aims and themes; it will describe the
challenges of COVID-19 in social work education (Gómez-Ciriano, 2020) and how the course helped the students to cope with their personal and professional relationships and their loneliness during the pandemic.

Conclusions and implications: The findings suggest that the students have undergone a significant process, documented but also facilitated by their journal writing. It is therefore recommended that students practice journal writing in additional social work education courses. Moreover, as the findings point to potential benefits of mindfulness exercises in times of crisis, it is recommended that they be fully integrated as required courses.

ECSWE-35290

Social workers' mental wellbeing after the Covid-19 pandemic is based on working life and family cohesion

Florin Lazar - University of Bucharest

Daniela Gaba - University of Bucharest

Anca Mihai - University of Bucharest

Georgiana-Cristina Rentea - University of Bucharest

Lucian Alecu - University of Bucharest

Ovidiu Pop - University of Bucharest

Adrian Luca - University of Bucharest

Elen-Silvana Crivoi (Bobarnat) - University of Bucharest

Ana-Maria Mustatea - University of Bucharest

Abstract:

introduction: Social workers are regularly exposed to trauma and the risk of work-related stress and burnout. As a result, their mental wellbeing is negatively affected with possible negative consequences on their individual performances with clients (Lloyd et al, 2002). The aim of the current study was identify the factors associated with social workers' mental wellbeing.

Methods: An online survey among registered social workers from Romania (N=268) was carried out in November-December 2022. Validated measures of stress (Perceived Stress Questionnaire- PSQ), burnout (Copenhagen Burnout Inventory-CBI), coping (Brief-Cope Carver), resilience (Resilience Scale for Adults-RSA). professional quality of life (ProQoL) and mental wellbeing (Warwick-Edinburgh Mental Wellbeing Scale) were used. Multivariable logistic regression tested the relationship between mental wellbeing and potential predictors (adjusted R square for the model= 0.490).

Results: A higher score on mental wellbeing was positively associated with a better quality of the professional life, higher score on problem-focused coping skills and family cohesion resilience and negatively associated with emotion-focused coping and higher perceived stress. Surprisingly, burnout was not associated with mental wellbeing, but compassion fatigue was associated positively.

Conclusions: Despite high levels of stress experienced throughout the Covid-19 pandemic, social workers find their strengths to keep their mental health balance in enjoying their working life and family cohesion. Social work educational programs need to focus more on building the problem-focused coping skills of future practitioners,, in order to be better prepared for future stressors, as well as for their mental wellbeing.

Keywords: mental wellbeing, stress, coping, resilience.

ECSWE-42147

The effect of COVID-19 on Graduate Social Work students with ADHD while returning to in person instruction

Kendra Wheeler - Springfield College

Effrosyni Kokaliari - Springfield College

Abstract:

Initial research indicates that due to COVID-19 individuals with ADHD experienced significant difficulties transitioning to online learning and later while returning to in-person instruction. Thus, the purpose of this qualitative study was to explore the experiences of graduate social work students with ADHD as they returned to in person instruction. Semi-structured interviews were conducted with ten graduate social work students. Questions focused on the educational, professional and relational struggles they faced during the pandemic. Preliminary findings indicate that the participants struggled with education when isolated. They reported teleconference fatigue, difficulties communicating, struggling with staying focused, with organization, completing tasks, attending to schoolwork, retaining knowledge and self-care. When they returned in person, participants reported appreciating the structure and increased support from peers and professors. However, participants also experienced unexpected challenges, such as increased anxiety over readjusting to in-person social expectations, reengaging previous coping skills and adaptations to their routines. They struggled with full length classes, staying on task and resu-

ming big assignments. The ever changing COVID-19 related rules (e.g. mask mandates, testing requirements) were hard to follow and students reported these rules increased their ADHD symptoms. They wished that education was more inclusive of neurodiverse individuals. ADHD and mental health symptoms can affect and compromise learning, as these students can experience more executive functioning obstacles. Implications for social work practice and pedagogy will be discussed, aiming to promote a more inclusive learning environment.

Keywords: ADHD, social work, curriculum, neurodiverse.

ECSWE-45302

Domestic violence between the impact of COVID-19 and statistical evidence

Simona Ilie - The Research Institute for Quality of Life (Romanian Academy, Bucharest)

Roxana NECULA - The Emergency Center for Victims of Domestic Violence (Iași)/University of Bucharest

Abstract:

The COVID-19 pandemic brought new social challenges and a context in which practitioners have spoken about the premises for the increase of domestic violence (EIGE, 2021; Laiu, 2021; Spiridon, 2022). As a result of the improvement of the legislative framework and the institutionalized intervention in the field, from Romania in the last decade (Ilie, 2022), there are currently 4-5 systematic institutional sources publicly available to measure the phenomenon, but still not a clear picture of its size. Only the number of calls to the emergency line confirmed the increase predicted by specialists for 2020. The other sources recorded a decrease, not all returning to the level of 2019 following the increase registered in 2021.

In an attempt to understand the impact of the pandemic context on domestic violence, we analyzed the monthly dynamics of the phenomenon (starting with 2017) as it appears in the Police records. We noted that the sinusoidal trend of reported violence has been preserved in 2020 (with a minimum around Easter time and a maximum at the end of summer), but varying the amplitude of this variation.

The paper discusses these dynamics in key lessons for public policies, for concerns related to more consistent administrative records for monitoring the phenomenon (in line with the GREVIO Recommendations (2022)) serving the fight for fundamental rights. It also provides a glimpse into the seasonality of domestic violence, a less frequently addressed topic.

Keywords: domestic violence, COVID-19, statistical monitoring.

ECSWE-47630

Beyond the pandemic: Cultivating professional ethical wisdom in social work

Sarah Banks - Durham University, UK

Kim Strom - University of North Carolina, USA

Abstract:

This paper explores the concept and practice of professional ethical wisdom in social work in the face of new challenges, not necessarily covered by existing rules/procedures. Such challenges were experienced at the height of the Covid-19 pandemic, and occur during other emergencies/crises, when professionals use their judgement more than in 'normal' circumstances.

This may be experienced as an unwanted/unfamiliar burden, or a liberation from unnecessary bureaucracy. What does it mean to exercise professional ethical wisdom in such circumstances? Is professional ethical wisdom a useful concept and practice? How can we nurture it in social workers?

Understood as a development of Aristotle's concept of phronesis, professional ethical wisdom is the disposition to engage in judicious practical deliberation in workplace situations in which matters of harm, benefit and responsibilities are at stake. The paper draws on responses to an international survey (May 2020) on ethical challenges during the pandemic, and a series of webinars (April-May 2022) looking beyond the pandemic to a new eco-social world. It considers how professional ethical wisdom was deployed during the pandemic, lessons for social work in the future and the role of social work education. It argues that professional ethical wisdom requires a holistic approach to practice, including awareness of structural and systemic issues facing people and the planet (e.g. climate change, global inequities in life chances and access to health care). This is vital if social workers are to be part of the solution to maintaining a flourishing eco-social world, rather than contributing to the problem.

Keywords: pandemic, ethics, wisdom.

ECSWE-48132

The impact of the pandemic on the Mental Health and Education of Social Work students in Greece.

Georgios Filippidis - Democritus University of Thrace
Eleni Athanasiou - European University Cyprous
Sevaste Chatzifotiou - Democritus University of Thrace

Abstract:

As in any crisis, so also in the health crisis of the last three years, there have been serious changes in the daily life of citizens with an impact on their physical and mental health. Additionally, the closure of academic units caused by the COVID-19 Pandemic suddenly created a wall of social isolation for young adults, posing serious risks to their mental health and educational skills. As recorded, by the European Commission in a recent report, before the pandemic 10%-15% of young adults in the E.U. were facing mental health difficulties. Today, 3 years after the start of the Pandemic, this percentage has jumped to 20%-25%, which is considered too high. In Greece, according to the Hellenic Statistical Service, depression in young adults aged 17-24 reached 19.5%, while 48.9% of young adults claimed to suffer from anxiety disorders.

Students at the Greek Universities were a large group who felt depressed, anxious and pessimistic, due to the violent interruption of their educational and social activities. The purpose of our study is to present an important piece of research that was carried out with social work students at the Democritus University of Thrace, during the latter phase of the Pandemic. Through this quantitative research we highlighted how the Pandemic period affected the academic performance of social work students, their physical and mental health, as well as their social functionality. The survey was conducted in the months of May and June of the year 2022, on a sample of 162 social work students.

Keywords: Pandemic, Mental Health, Students, Social Work.

ECSWE-48277

Social Services Risk Assessment: Stakeholder weighting process for the construction of a synthetic index

Elena Ferri Fuentevilla - University Of Huelva

Manuela Fernández Borrero - University Of Huelva

Aleix Morilla Luchena - University Of Huelva

Octavio Vázquez Aguado - University Of Huelva

Fernando Relinque Medina - Pablo De Olavide University

Abstract:

The aim of the communication is to show the process of weighting the variables that make up the risk assessment model in social services before and after the covid-19 pandemic. This process will be carried out by 8 stakeholder groups with technical profiles from the public and/or private sector, political and institutional representatives and users. To this end, the groups will have to evaluate the 34 items of the model according to three criteria: level of impact that the covid-19 pandemic has had on each variable, capacity for reversibility and influence on the social services system. A 5-point Likert-type scale was used to grade the opinion of the stakeholders. The weighting according to the importance attributed in the questionnaire to each item, prior to a more qualitative discussion, serves as a basis for the construction of a synthetic index on the risk of social services that facilitates the strategic decision-making process.

Keywords: social services, risk assessment, stakeholders, weighting.

ECSWE-48877

Rapid Adaptability in the Field : Developing Systemic Resilience Post-Pandemic among Social Service Providers in Toronto

Shamette Hepburn - York University

Mary Goitom - York University

Colleen Lamond - Good Shepherd Non-Profit Homes Toronto

Abstract:

As communities in Canada continue to experience the ongoing socio-economic fallout from the coronavirus pandemic, local-level social services providers remain a vital resource for vulnerable populations. At the organizational level, social service providers face increasingly complex client needs and have had to make changes to practice while simultaneously engaging in risk mitigation to prevent the spread of the virus among staff and service users. This paper presents the findings of a qualitative survey interview of 20 social services providers at a leading community-based housing support agency in Toronto. The study aimed to understand how agency staff could be supported to surface sustainable practice and policy solutions that could be implemented in short order given the changing circumstances of the pandemic. Conceptually, the paper centres systemic resilience in order to understand various principles, patterns and processes that are evident among service providers and users as they seek to build adaptations to stressful pandemic contexts. Systemic resilience refers to the capacity of a dynamic system to adapt successfully to disturbances that threaten system function, viability, or development. The study's findings were then used to frame the design and implementation of a training workshop

with two objectives: (1) supporting agency staff in their ongoing effort to address clients' needs and challenges while ensuring system function and sustained viability; and (2) identifying innovative pedagogical strategies in social work education that can inform practice in social and social crises. Workshop themes included: anti-oppressive practice strategies, client-centered support and risk management, rapid and sustainable capacity strengthening.

Keywords: COVID-19, Systemic Resilience, Social Service Provision, Training, Toronto.

ECSWE-57324

Post pandemic COVID-19: the mental health and well-being of Social Work students

Tatiane Lucia Valduga - Polytechnic Institute of Portalegre- IPP

Isabel Muñoz - Polytechnic Institute of Portalegre- IPP

Paula Ramos - Polytechnic Institute of Portalegre- IPP

Lorena Anile - Polytechnic Institute of Portalegre- IPP

Abstract:

Studies point out that students in Higher Education are a vulnerable population to mental health problems. After a pandemic period, in which Covid-19 brought major health and social problems, it is crucial that we assess its impact on the mental health and well-being of the young population, especially those who are investing in Higher Education and Social Work training. There are few studies that analyse the impact on the mental health and well-being of this specific group, after the pandemic context (Vale, 2021; Silva; 2021; Araújo et.al. 2022; Piccoli, 2022). This study aims to contribute to building knowledge on this issue, as well as to inform Social Work practice, for interventions with this target audience. Thus, the main objective of this study is to assess the impact of this pandemic on the mental health and psychological well-being of Higher Education students. To this end, we used a questionnaire survey applied to undergraduate students in Social Work at the Polytechnic Institute of Portalegre and an interview with the institution's psychologist. This study, which is still ongoing, is part of the qualitative research paradigm and is of the descriptive-exploratory type. It is important to note that the sample of this study is relatively small and that, as it cannot be guaranteed that it is representative of the population under study, the results have a limited potential for generalisation.

Keywords: Pos Pandemic, Mental Health, Well Being, Social Work Students.

ECSWE-60265

"Out of sight, out of mind"? The learning relationship in social work placement during the pandemic

Elena Allegri - Università del Piemonte Orientale, Alessandria, Italy

Abstract:

The paper presents the findings of a study carried out in Italy and aimed at exploring the learning relationship activated between supervisor and student in social work education placement. Based on the scientific debate, the research aimed tackles some topics that make up the theoretical frame of reference useful to define the learning relationship especially the construct of relational play, which can indeed be useful to analyse the relationship between a supervisor and a trainee. The guiding research questions were the following: what are the risks for supervisors in

the learning relationship? During the Covid-19 pandemic, when a distance learning placement was activated, did this condition change the learning relationship? If so, how? Derived from this main research questions, the research used an online questionnaire, administered in the last months of 2020 to 487 social workers who served as placement supervisors and combining 11 both closed and open ended questions divided into three sections:1. the job position; 2. choice, within a proposed list of relational games, which relational game each supervisor believes they tend to play and brief description of the related measures adopted to counteract the risks deriving from it; 3. information on the distance learning placement during the Covid-19 Pandemic and indication of critical and innovative aspects encountered to the learning relationship. The discussion of the findings, final conclusions and implications for practice will be presented at the conference.

Keywords: traineeship; learning relationship, pandemic, placement.

ECSWE-62045

The perception of Social Work Graduates on their Preparedness for Workplace

Georgiana-Cristina Rentea - University of Bucharest

Florin Lazar - University of Bucharest

Daniela Gaba - University of Bucharest

Anca Mihai - University of Bucharest

Shari Munch - The State University of New Jersey

Alexandra Ciocanel - The University of Manchester

Abstract:

Being banned as education and profession by communist regime until 1989, social work education in Romania is currently organized in accordance with the Bologna process and European Higher Education Area. The existent studies showed out a difficulty to define what constitutes readiness for practice due to different interests of all the stakeholders. At Romanian level we observed a lack of studies on this topic. Thus, in our qualitative study, we explored the perception of 22 entry-level and practitioner/experienced social workers (up to 36 months of professional practice), according to professional competence levels used by national professional body, on how university education prepared them for their current workplace roles. They were employed both in public settings (11) and nongovernment organizations (11). Nineteen were female and three were male, their average age was 26 years.

The findings showed out that respondents felt the need to separate in their responses the theoretical learning from that of practice placement although we did not ask them to disconnect them. Despite their overall satisfaction with the social work degree experience, towards theoretical learning they hold more negative perception on its utility at their current workplace. The criticism brought to the academic programs' focus on theory led to a common theme among our respondents such as the mismatch between theory and the reality of social work practice.

Although pre-pandemic conducted, our study can serve as a source of comparison on understanding the recent social work graduates perception on their preparedness for practice.

Keywords: Social Work Education, Preparedness for Professional Practice.

ECSWE-63987

The Cost of Living: can social work survive or thrive in a new crisis?

Jane Shears - British Association of Social Work

Victoria Gardner - British Association of Social Work

Abstract:

This paper presents the findings of research carried out across the United Kingdom through a Four Nation survey of the social work workforce in 2022 and again in 2023. Co-produced with practising social workers, the survey aimed to gather information on the views of social workers and student social workers about the core issues affecting them, what they found most rewarding in their current role and workplace, the challenges facing the profession and their plans for the immediate future.

With 2062 responses in 2022, we were privileged to gain an insight into the state of the profession, and the ongoing impact of working during the Covid-19 pandemic and beyond. Throughout the pandemic, social workers demonstrated their resilience, their determination, their creativity and their on-going desire to help and support people with whom they work. Yet this came with a price: respondents described their workload as "impossible", leaving them "utterly exhausted", wrestling with ethical dilemmas, moral injury and challenges in adapting to hybrid working. Working conditions for social workers was a key area of concern, together with cuts to funding for social care. In contrast, social workers reported peer support as having the most positive impact on their wellbeing at work; with access to training opportunities; good supervision, effective management and leadership also listed in the top five answers.

We will compare the 2022 findings with the 2023 data, analysing emergent trends and discussing the implications of the findings for social workers' continuing professional development and best practice.

Keywords: social work, professional development.

ECSWE-68756

"When emergency becomes routine": Team Management in Social Organizations during the COVID-19 Crisis

Ayelet Makaros - Luis and Gabi Weisfeld School of Social Work, Bar – Ilan University

Havatzelet Ariel - Luis and Gabi Weisfeld School of Social Work, Bar – Ilan University

Abstract:

Background: Managing an organization during a crisis has always posed a huge challenge. During the COVID-19 crisis that broke out in January 2020, social organization directors had to cope with the unknown while attending to the needs of the target populations as well as of their own staff.

Aims: Examine the coping of social organization directors with the pandemic with particular focus on the challenges of managing their staff during the first wave of COVID-19.

Method: In-depth, semi-structured qualitative interviews with twelve directors of organizations from the public and third sectors in Israel.

Main Findings: The directors coped with three key challenges in managing their staff: (1) Changing roles leading to a new reality that required a different kind of work; (2) The transition to te-

lework that blurred the boundaries between home and work, exposed the employee's personal world and affected the ability to listen to the clients and create a sense of confidence and trust for them; and (3) Huge emotional pressures due to the need to work around the clock, loneliness, lack of coordination between various service providers, and tensions among the organization's employees.

Conclusions and implications: The present findings help identify aspects that require providing training and practice to the social organizations' staff in routine times, so that they are ready and prepared for future crises.

Keywords: Social Organizations, Team Management, Covid-19 Crisis.

ECSWE-71048

COVID-19 social and economic impacts: A comparative analysis in Southern European countries - updating for SWE

Helena Belchior Rocha - CIES- ISCTE Instituto Universitário de Lisboa

Inês Casquilho-Martis - CIES - ISCTE Instituto Universitário de Lisboa

Luis Capucha - CIES - Instituto Universitário de Lisboa

Abstract:

The COVID-19 pandemic globally affected European societies. This new crisis arrived after a period of gradual recovery from the 2008 financial crisis that had jeopardized the achievement of Europe Strategy 2020 (ES2020) targets. The need to recover for the Southern European countries, which had austerity programs during the financial crisis, is crucial to ensure a continuum of economic and social development. This study aimed to analyze the impact of the two last international crises on the accomplishment of ES2020 goals and how the 'NextGenerationEU' program presents a mechanism to recover from the pandemic's socioeconomic impacts. We analyzed secondary statistical data from Eurostat and official European documents. Additionally, we carried out a systematic analysis of 162 measures of the recovery and resilience plan from Southern European countries (Greece, Spain, Italy, and Portugal). The results showed that ES2020 targets were at risk, particularly in the field of employment, combating poverty, and social exclusion. Currently, there is strong European investment in response to the socioeconomic impacts of the pandemic, with all countries defining measures adjusted to protect the most vulnerable groups. However, the implications of these responses require a political commitment for them to effectively contribute to sustainable recovery and development. Therefore there is a need for Social Workers update their training and in the future the need to increase their professional skills.

Keywords: Social and Economic Impacts, Covid-19, Social Work Education.

ECSWE-72030

The approach to communicative competence in Social Work through Gamification methodologies: a pilot project at the University of Zaragoza

Mª José Gómez Poyato - University Of Zaragoza

Diana Valero Errazu - University Of Zaragoza

Marta Mira Aladrén - University Of Zaragoza

Raquel Lozano Blasco - University Of Zaragoza

Abstract:

Last academic year, 21-22, a pilot project was launched that tried to improve the acquisition of skills such as communicative competence and ethics of Social Work students, which has continued in the academic year 22-23. We founded this project in two parallel realities: first, after two years of hybrid training due to the pandemic, the students felt that they had not acquired these types of skills, which led to problems like lack of motivation and intragroup cohesion, which that negatively influenced their learning (Hitchens & Tulloch, 2018). Second, more and more research shows that it is necessary to incorporate active methodologies and new technologies to respond to the new prevailing needs in the digital society and improve student motivation (Bona, 2017). With this in mind, we designed a project for 2nd-year social work students using active methodologies such as the escape room (Hitchens and Tulloch, 2018 and Walsh, 2017), role-playing (Norin, Norina, Camp; Pukharenko, 2018), and the introduction of technologies (Gómez-Poyato, Eito, Mira and Matías, 2022) for the acquisition of communicative competence. The results show that these methods allow them to internalize and apply theoretical concepts, thus improving their practical skills and abilities.

Keywords: active methodologies, new technologies, role playing , escape room.

ECSWE-73396

The Impact of the COVID-19 Pandemic on Increased Risk Situations for Children and Youth: The Clients of the Israeli 360 National Program for at-Risk Children and Youth as a Case Study

Yael Sabag - Myers-JDC-Brookdale Institute
Dr. Tal Arazi - Myers-JDC-Brookdale Institute

Abstract:

Background:

The COVID-19 crisis had extensive impact on children and youth worldwide in all areas of life. Social distancing restrictions has led to the closure of most services for children and youth, which also led to reduced ability to identify and provide help for them and for their families.

In the absence of official data or administrative information about children and youth status, a rapid review was written at the Brookdale Institute in March 2020 in order to assess the risks facing children and youth.

Method:

Toward the end of 2020, the hypotheses arising from the review were empirically examined as part of the ongoing evaluation of children participating in the national program for-at risk- children and youth. The data were based on surveys completed by professionals about the children under their care. The data were analyzed and the measurement in 2020 (n = 16,682) was compared to the two measurements conducted in 2018 (n = 21,300).

Findings:

1. In 2020, the improvement among the children was more moderate than the one observed in the previous years.

2. Where risk was identified and services were provided, improvement was similar to previous years. Many new risk situations in the second round of evaluation in 2020, compared with previous years.

3. Identification of the new risk situations in 2020 cannot be attributed to the better understanding of needs gained with participation in the program.

The findings support the hypotheses regarding the negative effects of COVID-19 on children and youth.

ECSWE-73652

Becoming Knowledge Producers Lessons learned from a living lab conducted with men experiencing homelessness in remote areas during COVID-19 pandemic

Eric Pilote - Université du Québec à Chicoutimi
Josée Thivierge - Cégep de Jonquière

Abstract:
The COVID-19 pandemic has heavily impacted men experiencing homelessness (MEH). Homelessness and masculinity are two realities that have important implications for seeking help, accessing services and obtaining care. These men do not tend to adopt preventive behaviours and to trust public services. They will often prioritize other aspects of their lives before health. These phenomena are more strongly observed in remote areas.

Our study looked at the impacts of the COVID-19 pandemic on the MEH in the Saguenay-Lac-Saint-Jean (SLSJ), a Quebec region far from the major urban centers in Canada. Carried out in the form of a Living Lab, the process brought together the actors of the homelessness ecosystem in the SLSJ (health services, social services, community organizations, municipalities, local businesses) in a living lab, an open innovation cell. Considered as citizen-users, the MEH were placed at the heart of this process where they acted as knowledge producers. The co-creation process allowed for the imagination, prototyping and experimentation of innovative solutions to the complex problems experienced by the MEH during COVID-19. As a result, MEH improved their well-being, mental and physical health, as well as their social functioning and living conditions, while gaining better access to resources. The partners also created linkages to better meet the needs of HSI in the context of a major health crisis.

ECSWE-73787

Brazilian favelas during Covid-19 pandemic: living and surviving during the health crisis

Maria Lucia Teixeira Garcia - Federal University of Espirito Santo, Brazil
Gary Spolander - Robert Gordon University, Scotland UK
Richard Tomlins - Coventry University, UK
Fabiola Leal - Federal University of Espirito Santo, Brazil

Abstract:
The COVID-19 pandemic has impact significantly on mental health globally. The pandemic affected daily life in unprecedent ways, raising high risks for our physical and mental health (Alzueta et al., 2020). The socio-economic disruption has been devastating; millions of people glo-

bally at risk of falling into extreme poverty (WHO, 2020). Those in informal employment are particularly vulnerable due to the lack social protection, access to quality health care and lost access to productive assets. We explored the impact of Covid-19 on health and mental health of Brazilian favela residents between 2020-2022. Our initial study involved a qualitative study of 721 necessary entrepreneurs within 65 favelas in 15 Brazilian states. This second study comprises those who agreed to be part of a follow up study, 77 subjects and 10 were interviewed. Subjects responded to 10 semi-structured questions, related to their entrepreneurship, health and access to Primary Health care.

The results indicated that necessary entrepreneurship was highly gendered. For most, entrepreneurship was the only option to provide for their families. For women with children the pandemic had accentuated existing problems i.e. overcrowded multi-occupancy domestic living, precarity, no access to public utilities i.e. water and sewage. New challenges arose i.e. nurseries and schools were closed, with no access to school meals. Entrepreneurship opportunities also ceased, exacerbating survival concerns, including food, increasing both fear and anxiety. Vaccine rollout contributed to reduced fear and apprehension. We explore the implications for social work with this under researched and often neglected population.

Keywords: Covid-19; Brazil; favela; crisis.

ECSWE-74400

Identifying, knowing and regulating emotions in social intervention: what lessons and dynamisms for Social Work students arising from COVID 19?

Cristina Duarte - Universidade de Lisboa, Instituto Superior de Ciências Sociais e Políticas, Centro de Administração e Políticas Públicas, Rua Almerindo Lessa, 1300- 663, Lisboa, Portugal

Abstract:
Social intervention requires Social Work professionals the ability to identify, know and regulate emotions, skills associated with the concept of emotional intelligence, which is fundamental for personal and professional balance, as to a rigorous and humanizing commitment with the intervention recipients. In the quest to create spaces for critical reflection and practice of these skills and to minimize the impact of anxiety conditions resulting from the COVID-19 pandemic, this study aims to understand the role of the "Emotions Box" - a dynamic introduced in the classroom in a pandemic context, consisting the identification and regulation of emotions throughout the 2nd semester of the 2021/2022 academic year. The 34 respondents, students of Social Work, primarily female, aged between 18 and 49, mention that the "Emotions Box" dynamic helped them be more attentive to their emotions and learn to regulate them. Also, half of the respondents refer those dynamics as a help to be more attentive to others' emotions. Almost all respondents claim that regulating emotions, associated with emotional intelligence skills, is essential in intervention in Social Work. Obtained data supports the conclusion that training spaces, in crisis contexts, can be places of commitment to self-knowledge. Furthermore, attention and early skills training associated with emotional intelligence in future Social Work awaken professionals may contribute to the self-knowledge process fundamental for a humanized practice.

Keywords: Social Work, Emotional Intelligence, Training, Self-knowledge, Crisis.

Beyond learning gaps in the context of pandemic: complexities for teaching and training experiences in the professional field of Chilean Social Work

Lorena Valencia-Gálvez - Universitat de Barcelona

Paola Marchant-Araya - Pontificia Universidad católica de Chile

Abstract:

Current evidence has shown the negative effects of the pandemic on the academic results of students in the university system in general, and in Social Work in particular. Such results challenge the teaching profession, since the articulation of knowledge and practices that are built during the educational trajectory presents gaps which must be faced, many times, in resistance and difficulties for students and teachers. On the other hand, the student experience has been transformed by technologies, new forms of connection, remote or hybrid classes and meetings, have taken the place of the face-to-face relationship, of the usual spaces for socializing and meeting. Technologies were already present in the training of social workers before the pandemic, with new teaching/evaluation strategies in classroom contexts, as well as with proposals for digital innovation in the field of social intervention. However, the COVID-19 experience has accelerated the processes, demanding digital innovations that are in tension with the problems of access and use competencies of users, teachers and professionals.

In this context, the goal of this chapter is to reflect on how the experience of the pandemic has been lived in social work training schools in Santiago, Chile, from the perspective social work practioners and supervisors. The effects of the pandemic will be described, beyond the existing learning gaps, considering teaching, the experience in practice contexts and its relationship with the challenges in the professional field. Challenges are described for training and social intervention.

Keywords: teaching, training, social work, Chile.

Lessons from the Pandemic: Recognizing Social Workers as Essential Workers

Dr. Sarah Maiter - School of Social Work, York University, Toronto, Canada

Dr. Daniel Kikulwe - School of Social Work, York University, Toronto, Canada

Abstract:

Background: While it is known that individuals seek mental health support from social workers, less is known about the impact of the pandemic on workers providing mental health care during COVID-19. This presentation discusses a qualitative study with a focus on work-changes as experienced by child protection workers and managers in Ontario, Canada, during COVID-19.

Methods: The study asked the underexplored question of how child protection staff responded to their concerns about the pandemic in the context of their work. Eleven in-depth virtual interviews with child welfare workers and managers were completed.

Findings: Two key themes emerged: 1) The theme of safety concerns revealed participants' concerns about the varying levels of risk and safety for child welfare workers, including physical and mental health risks--feelings of anxiety related to uncertainty and concerns about contracting COVID-19. 2) the theme of navigating modified work demonstrated challenges of case mana-

gement/assignment, remote work, childcare, increased isolation, and blurred family/work parameters. An unexpected finding was workers' concerns about the lack of acknowledgement of their work by the provincial Ontario government as essential workers. The determination of what was deemed essential work was complex, yet child protection workers had to provide services because of risks to children.

Conclusion: Our findings suggest the need to recognize Social Workers as essential workers as they are often providing services in crisis situations. Beyond external recognition, support also is needed for them to cope with remote work and related worker isolation, childcare challenges, and the loss of family/work boundaries.

Keywords: pandemic, essential workers, child protection, safety.

ECSWE-76384

Perspectives of Graduate Social Work Professors on the Shift to Online Learning due to COVID-19.

Effrosyni Kokaliari - Springfield College

Elizabeth Young - Springfield College

Megan Porter - Springfield College

Abstract:

Research suggests the unexpected shift to teaching online due to the COVID-19 pandemic created barriers but also fostered novel adaptations.

This study explored the perspectives and experiences of ten graduate social work professors during the switch to remote learning at a small college in New England. Using semi-structured interviews, professors discussed technological challenges and adaptations to remote teaching and the effects on student-teacher relationships.

Using thematic analysis, preliminary findings indicated that professors' technical expertise and prior use of technology were beneficial in adjusting to online teaching, along with institutional support. The prolonged quarantine prompted adaptations to curriculums and teaching methodology; including increased asynchronous discussions; email correspondence, and supplementary student meetings. Participants lamented the lack of casual conversation between students and faculty. Additionally, the participants stated that adjusting to the work-life balance was a complicating factor in remote teaching. However, there were some unanticipated benefits of the remote classroom, like the empathic attunement to the personal lives of the students and professors. Participants argued that online education is becoming standard practice, and faculty perspectives should direct and inform institutions as they are the evolving frontier of higher education. Implications for social work education and pedagogy will be discussed.

Keywords: Pedagogy, remote teaching, mental health.

ECSWE-86700

Digital concept maps as an educational and learning strategy for Social Work students during the pandemic.

Josep Maria Torralba Roselló - Training and Research Unit of Social Work-Escola de Treball Social, Faculty of Education, University of Barcelona

Abstract:

The concept map, proposed by Novak (1977), is a technique used to graphically represent ideas, organize them schematically to simplify concepts and the relationships between them in order to consolidate knowledge. The purpose of the presentation is to share the experience of using digital concept maps in the "online" training of Social Work students during the Covid-19 pandemic. A training activity consists of making a map in small groups to work on one of the concepts of the subject of social services proposed by the teaching staff, which is that of proximity to social services by people. The technological tool applied is the Lucidchart program that allows adding notes to each of the concepts that students relate or give meaning to the proposed concept https://www.lucidchart.com/pages/

This presentation deals the adaptation that universities had to make during the pandemic in the teaching-learning processes in digitalized environments, and a stimulating educational and learning strategy in "online" training for students according to the conference theme 6.

Digital concept maps have favoured cooperative work and the improvement of key skills, and have allowed the comprehensive development of students who access a richer and more functional learning process. A sensitive learning environment has been created so that students perceive that the virtual classroom is a good place to learn and that it promotes the goals of mastery of the subject. Teachers play an important role in the success of teaching-learning processes, and it is necessary for their teaching task to be continuously updated.

Keywords: pandemic, online training of social work, digital concept maps, proximity to social services.

ECSWE-86768

The Impact of COVID-19 on the Mental Health of Graduate Students at Risk for ADHD

Effrosyni Kokaliari - Springfield College

Ann Roy - Springfield College

Abstract:

Individuals with ADHD symptoms are particularly vulnerable to the stressors and challenges associated with the abrupt adaptations that were necessitated by the pandemic. Initial post pandemic research has demonstrated an increase in mental health symptoms impacted individuals across several areas of life including learning and education. The purpose of this study was to explore the impact of COVID-19 restrictions on the mental health of social work students at risk for ADHD. A convenience sample of 120 students predominantly female and BIPOC completed an online survey consisting of the following measures: ADHD Self-Report Scale-V1.1 (ASRS-V1.1), DASS-42, UCLA Loneliness Scale, and a Brief Descriptive Survey. Using an independent-samples T-test, students at risk for ADHD as compared to those not at risk, reported significantly (p < .05) higher scores on depression, anxiety, stress, and loneliness. Interestingly, ADHD symptoms present in almost half (49%) of the sample. Along with an elevated risk of symptomatology, challenges in motivation and concentration were observed--two areas of executive functioning essential to educational success. In addition, hyperactivity and dysregulation were overwhelmingly reported, possibly pointing to the traumatic nature of the pandemic. The unexpected transition to remote education and the consequent social isolation may have created academic

barriers unfavorable to an online learning format. Implications for social work practice and pedagogy will be discussed from a trauma informed perspective.

Keywords: pandemic, trauma, ADHD pedagogy.

ECSWE-89541

Education and Juvenile Delinquents during COVID 19: A case study from an Educative Centre in Romania

Roxana Ungureanu - Social Work Department, West University of Timisoara, Romania

Mihaela Tomita - Social Work Department, West University of Timisoara, Romania

Abstract:

In March 2020, due to COVID-19, school districts across the nation made the decision to close schools and move to remote learning. What happened was many schools shuttered their doors, sent everyone home, and instructed stakeholders to implement a model on the fringe of public education—online and remote instruction.

Juvenile delinquents, as a group, attained lower academic achievement before the pandemic, and little was known how juvenile delinquents' education fared after schools ceased face-to-face instruction. Juvenile delinquents were a population most at risk. There was little research on the effectiveness of technology in education, and no known research was located which directly dealt with students who ended up incarcerated in juvenile educative centers. How at-risk students responded to remote instruction was an important problem and understanding how juvenile delinquents participated in the school, during pandemic period, could help policy makers improve outcomes for all students.

The study was conducted in an educative center in Romania and the goals of the study were the following: How were juvenile delinquents faring during the pandemic, and what policies recommendations can improve the situation? How can social workers from educative center improve instruction for juvenile delinquents to increase student achievement and persistence?

The presentation is in line with the conference theme, based on equality in a responsible society. The pandemic period was a lesson for all of us, but even more for service users and beneficiaries of educative centers.

Keywords: juvenile delinquents, educational policy, online learning, educative center.

Social Work, Political Diversity and Active Citizenship in SWE

ECSWE-10815

A Framework for Support and Protection across the Life course: Bridging maintenance and transformative theory and practice

Caroline McGregor - University of Galway

Abstract:

This paper presents a Framework for Support and Protection across the Life course. The framework derives from the assumption that social work is a practice of mediation in the social as a socio-legal and political activity. The framework is designed to help bridge the persistent divide in social work paradigms between theories of maintenance and theories of transformation which fail to capture the complexities and contradictions of social work in politically diverse contexts. It draws from critical lifecourse and ecological theories to put forward an inter-connected framework based on five inter-related themes.   The five elements of the framework are: Duality of Support and Protection, Health and Well-Being, Life events and transitions, Intergenerational relations and Civic Engagement and Partnership.   The paper will demonstrate how the framework can offer a set of 'constants' for Critical ART (Critical Analysis, Reflection and Thinking) to inform transformative approaches in social work education, practice and research.   Critical approaches to political and civic engagement and partnership with those who experience, use, or are subjected to social work services are central to this framework. The methodology is informed by practice led and citizenship oriented research and theory development. The framework is designed to challenge epistemic (knowledge) injustice in social work and rethink and rework the intersectional relationship between complex micro and macro level practices. The intention is to explore how social work as a profession can get closer to the ideals of engaging through active civic and political engagement in diverse contexts through use and critique of the presented framework.

Keywords: Support and Protection, Civic engagement, Critical Ecological Theory, Transformative social Work.

ECSWE-13721

KNOWLEDGE ON SEXUAL AND GENDER IDENTITES AMONG ITALIAN SOCIAL WORKERS: WHAT CHALLENGES FOR SOCIAL WORK EDUCATION?

Salvatore Monaco - Free University of Bozen

Urban Nothdurfter - Free University of Bozen

Andrea Nagy - Free University of Bozen

Abstract:

In recent years, there has been a growing awareness in social work practice, education and research that aspects relating to sexual and gender identities need to be duly taken into account as important dimensions intersecting with other social identifiers in order to understand social positionings and develop meaningful interventions aimed at promoting participation and social inclusion. However, in the Italian context little is known in relation to social workers' perceptions, knowledge and values about sexual and gender identities in relation to professional practices and interactions. Against this background, the Free University of Bozen/Bolzano, in collaboration

with the Italian Association of Social Workers, carried out a study by means of an online survey administered to the entire population of licensed social workers enrolled in the Italian professional register. The questionnaire combined standardized tools to measure attitudes and beliefs, questions on knowledge and skills, and open questions on the relevance of sexuality and gender-related aspects in professional practice. The presentation will introduce the main findings and critically discuss implications and challenges for social work education.

Keywords: Sexual and Gender Identities, Knowledge, Attitudes and Beliefs, Italy.

Social work education responding to democratic decline: Insights from a policy practice initiative

Marsela Dauti - University of Tirana

Erika Bejko - University of Tirana

Abstract:

Social work educators in Albania—similar to their counterparts in Europe—are concerned about the rise of authoritarianism and its impact on the populations they serve. The democracy score in Albania has been on the decline, with government leaders attacking the media, co-opting civil society organizations, restricting the freedom of speech, and (mis)using participatory spaces to advance their political agenda. These developments, however, are not new. Albania—a former communist country—has a long history of a repressive government. The transition to democracy has been far from successful, and currently the trend is reversing. In face of these developments, we developed a policy practice initiative at the Department of Social Work and Social Policy at the University of Tirana. The initiative—building on global knowledge of policy practice and social work education—seeks to promote the engagement of social workers in policymaking. It addresses the concern that social workers often are not well-prepared to engage in political spaces and advocate on behalf of the populations they serve. The initiative supports social workers to develop knowledge and skills to affect policymaking. Social workers learn how parliamentary committees work, become knowledgeable about policy advocacy, develop communication and writing skills, and interact with elected representatives, among others. After describing the initiative, we discuss the challenges of implementing it in the context of Albania. The article will improve our understanding of how social work education can respond to democratic decline and the difficulties of implementing a policy practice initiative in challenging political environments.

Keywords: democratic decline, social work education, policy practice, Albania.

How about the involvement by social workers in policy practice: co-building knowledge between students, service users, academics and practitioners

Pascale Vereecke - Karel de Grote University of Applied Sciences and Arts Belgium

Abstract:

Social workers initiate social change and contribute to social justice. Despite this guideline, social workers experience a tension between the individual and structural level of social work. They often detect how the organization they work for or the government contributes to social exclusion instead of tackling it. Research demonstrates that there are several obstacles for social wor-

kers to critical questioning and to fight injustice (Weiss-Gal & Gal, 2013).

Since the government of Flanders declared that policy practice is an essential part of the job, it is valuable to get to know more about this topic. The curriculum of the Karel de Grote University of Applied Sciences and Arts in Belgium contains a course unit about politics and policy practice by social workers. As part of the examination students interviewed 125 social workers and their direct managers about policy practice.

The goal of the research was to get to know more about how social workers use their power and skills to influence policy makers in favor of vulnerable groups, human rights and social justice. An interesting side effect was the raised awareness of the importance of policy practice that social workers experienced during the interview. Talking about such an important but difficult issue contributes to the revival of the concept of policy practice. This research commissioned by a researcher and lecturer but carried out by students is how academic concepts can get a practical translation and contribute to the revival and awareness of an important part of the profession.

Keywords: policy practice - social justice – human rights.

ECSWE-16946

The founding portuguese educational project in Social Work: Instituto de Serviço de Social (1935)

Carolina Ferreira Gomes - Centro Lusíada de Investigação em Serviço Social e Intervenção Social (CLISSIS); Instituto Superior de Serviço Social de Lisboa Universidade Lusíada

Teresa Rodrigues da Silva - Centro Lusíada de Investigação em Serviço Social e Intervenção Social (CLISSIS); Instituto Superior de Serviço Social de Lisboa Universidade Lusíada

Helder de Albuquerque Machado - Centro Lusíada de Investigação em Serviço Social e Intervenção Social (CLISSIS)

Paulo Amaral Soares - Centro Lusíada de Investigação em Serviço Social e Intervenção Social (CLISSIS)

Abstract:

It is through an ethical-political awareness on the part of the Instituto Superior de Serviço Social de Lisboa (ISSSL), formerly the Instituto de Serviço Social (ISS), which is currently part of the Universidade Lusíada de Lisboa (ULL), that a posture of restore, preservation and availability of the memory of Social Work is being developed, with a special focus on the first School of Social Work in Portugal, the current ISSSL.

There is a responsibility on the part of academic institutions to preserve its memory, leaving its testimony to new generations. Promoting through history a critical look at the present and having in mind the projection of the future. In this context and with the support of the Centro Lusíada de Investigação em Serviço Social e Intervenção Social (CLISSIS), means have been made for the development of scientific research, serving as support to researchers and students.

It is with recourse to a qualitative methodology on the documentary heritage that this institutional posture has been developed. With a view to promoting an understanding of the collective memory of the educational project related to the evolution of what higher education in Social Work is, the way in which it projects its essence on the actors involved, the ability to understand its dynamics and structures and also the way in which it is apprehended by those who are part of it, namely the students.

In this context, research projects have been developed, which safeguard and project the memory of Portuguese Social Work.

Keywords: Social Work; Education; Memory; Scientific Research.

ECSWE-22670

Creating a political will for a deinstitutionalisation reform?

Andreja Rafaelič - Creating a political will for a deinstitutionalisation reform?

Katja Simončič - Ministry of Labour, Family, Social Affairs and Equal Opportunities

Nina Slovenc - Ministry of Labour, Family, Social Affairs and Equal Opportunities

Andraž Kapus - Social Protection Institute of the Republic of Slovenia

Katarina Ficko Mauch - Social Protection Institute of the Republic of Slovenia

Kaja Zoran - Social Protection Institute of the Republic of Slovenia

Abstract:

In Slovenia there are still 23 000 people with disabilities living in institutions whose human rights are violated on a daily basis. This puts Slovenia, in relation to the number of people living in Slovenia, among the very top of the institutionalized countries. Slovenia, as a member of the European Union, is supposed to follow the various guidelines of the European Union, and yet, in practice, it often turns out that this is not the case. It appeared there is a need for a comprehensive reform of social care in Slovenia to support people in living in the community in their daily lives with support and to support the employees to work in the community. The current government in Slovenia has recognized the importance of deinstitutionalisation process for people living in institutions and has supported the reform. In middle of the year of 2022, the Social Protection Institute of the Republic of Slovenia and the Ministry of Labour, Family, Social Affairs and Equal Opportunities, have together prepared, a deinstitutionalisation strategy for the period of ten years.

Is the preparation of the strategy purely and simply a political decision or a general response of the community to the needs and distress of people with disabilities living in Slovenia, which has been warned by the profession for several decades? In this paper we will present the context of the deinstitutionalisation process in Slovenia in relation to the preparation of the strategy, the importance of transversal cooperation between different stakeholders and in relationship to European Union.

Keywords: reform, deinstitutionalization, people with disabilities, political will.

ECSWE-22967

The Curricular Internship in Social Work at ESE-IPCB - Social projects in communities and territories

Regina Vieira - Instituto Politécnico de Castelo Branco

Marisa Candeias - Instituto Politécnico de Castelo Branco

Marco Domingues - Instituto Politécnico de Castelo Branco

Abstract:

In Social Work curricular school plans, the internship is an intrinsic component of the DNA of training degree in Portugal. In the current model of Social Work internships at the Superior School of Education of Polytechnic Institute of Castelo Branco (IPCB), scientific-pedagogical supervision is a training model that promotes skills for the professional social worker performance, based in a critical reflection logic, concerning specific contexts of social intervention. Practical training involves the development of social projects with different citizens, organizations and territories, translating into propositive socio-political products for social change and transformation. Since the 2016/17 academic year, 637 students of 2nd and 3rd year internships have taken place in 13 districts of Portugal (72%), with a significant focus on the aging population that characterizes the demography of Portugal interior territory. The reflection developed in this work points the following agenda priorities for Social Work in IPCB: a) recognition the importance of the curricular internship as object of investigation in Social Work, in order to enable knowledge into new teaching-learning models co-constructed between supervisor/student/supervisor; b) greater transfer of results from internship projects to research and intervention, through the Observatory for the Development and Innovation of Aging Communities – ODICE – in the research unit Age.Comm; c) creation new evaluation indicators for curricular internship projects that integrate new components, such as sustainability, contribution to change, innovation and social impact; d) visibility to internship projects contributions to social change, as reflection of the vision of Social Work, stimulating opportunities for access to the labor market.

Keywords: Social Work; Supervised curricular internship; Communities; Social intervention projects.

ECSWE-26134

Employer expectations and insights related to social worker training

Márta Nárai - University of Győr

Abstract:

As a result of continuous environmental and social changes, the knowledge, tasks, tools and methods of the social professions are constantly changing. It is important that, as an educational institution, we know what kind of expectations the organizations and institutions employing graduate social specialists have of the professionals, especially of career starters, in terms of professional knowledge content, various profession-specific and general skills and abilities.

In my presentation, based on the results of a questionnaire survey conducted in 2019 among social institutions and organizations (n=169) at the national level (Hungary) within the framework of a Hungarian project aimed at the development of social higher education courses, I will present the expectations of the institutions that are part of the social care system, related to the training of social professionals insights, training development suggestions. The range of organizations forming the sample of the research was balanced, in addition to state and local government institutions, church and civil-non-profit organizations are also found among the responding organizations.

Our results show that the employing institutions and organizations are not satisfied with the harmony between the training and the labor market during the training of social professionals, the majority of them would change the practical training, place more emphasis on the deve-

lopment of profession-specific competences, and consider it important to coordinate the training.

The results of the survey provide an opportunity to determine the areas to be developed, which by incorporating them into the training, we can contribute to increasing the success of the graduated students in the labor market.

Keywords: employer expectations; education; areas for improvement.

ECSWE-28862

Anywheres and Somewheres - An analysis of turbulent modern society and populism,towards a future-proof perspective on Social work and is education.

Gauke Veen - NHL Stenden Hogeschool

Bert Oostmeijer - NHL Stemnden Hogeschool

Abstract:
Until a few decades ago, society was relatively simply divided into two groups. There was the working class, which needed protection, and there was the socio-economic elite, which had the power to profoundly influence developments.

Is the traditional dichotomy still there? Can or should social work still focus primarily on the target groups mentioned?

In recent years, a multifaceted dissatisfaction about a range of topics has been discernible in several countries in Europe and beyond. In short, old dividing lines disappear and new ones take their place!

Professor David Goodhart investigated the social background of the two Brexit groups: remain and leave. In his "The Road to Somewhere - The Populist Revolt and the Future of Politics" (2017) he named those two Anywheres and Somewheres.

After the concepts of Anywheres and Somewheres have been clarified, we link these to the rise of populism in Europe and the United States. The nature of populism and the potential threats to democracy and human rights will be discussed. Populism always consists of opposition to the established elite and at the same time an emphasis on the will of the people. That elite can be the political elite, but also the cultural, economic or media elite. In the eyes of the populist, this elite is evil, corrupt, does not listen, and must therefore be replaced. The presentation asks how we reflect these developments in our education and how Social Workers should deal with people who hold radical populist ideas in practice.

Keywords: "Anywheres and Somewheres - Modern society and Populism.

ECSWE-31066

The Pre-Professional stage of the Social Worker

Carla Carvalho - Escola Superior de Tecnologia e Gestão de Lamego

Abstract:
The present work intends to report supervised internship experiences in the professional formation of the Social Worker. Pre-professional gains, in this context, have always been understood as essential for the consolidation of the theoretical-methodological, technical-operative and ethical-political dimensions of social work. It is based on the idea that students experience the investigative and interventional dimension of the profession when they graduate, hence the im-

portance of field supervision and academic supervision throughout this process to provide reflection, critical analysis of objective conditions and subjects that permeate professional work.

To achieve the objective of this study, bibliographical, documentary and field research was used with a quantitative and qualitative approach, with field supervisors and students as subjects.

We verified that supervisors in the internship field have an overload of work in their daily professional lives, which leads them to face the exercise of field supervision as a constant and successful challenge.

Quoting Buriolla (2003), field supervision requires a professional who has mastery over the particularity and skills inherent to the supervisory action, after all "(...) this professional exercise must have the character of praxis, assuming a critical posture and having as horizon the movement towards the transformation of social relations".

This study revealed that field supervisors do not understand the pedagogical function they must practice with the student, as they also have a responsibility that is not merely technical, but also pedagogical.

 It was also identified the need for greater involvement of the academic supervisor throughout this training process for all those involved.

This relationship should allow for an exchange of experiences, which enables the teaching-learning process, and not a merely bureaucratic relationship.

Keywords: estágio Pré-profissional; assistente social; supervisor.

ECSWE-32945

Presenting Solomon Asch's conformity experiment to Social Work Education. A contribution to an ethical decision making for the future of sustainability

Gonçalo Mota - Instituto Politécnico de Viseu

Abstract:

In the post-truth era the will to believe and to belong to something seems to be much more important than the scientificity of the facts and the factual truth itself. Therefore, the need to promote an evidence-based intervention is, nowadays, an increasing challenge for Social Work that is set between indeterminacy and technicality (Sim, T. et al., 2022), in which the best and most current evidence, should allow social workers to strengthen their ethical decision making. The problematization of how evidence can be overlooked and influence the social worker's decision, can be worked on based on Solomon Asch's (1951) conformity experiment, which shows that facts, subject to an artificial bias, which goes in the opposite direction to the evidence, when fostered by majority groups, can condition individual opinions.

Thus, we understand that it is fundamental that Social Work students, as future public policy agents, understand that the current evidence, referring to sectors or parts of the population with whom they work, even though it may be contradicted by disinformation campaigns, namely in social networks, point to the fact that the future of the transition to sustainability should not only involve taking better care of the environment. This future also involves ensuring the best social conditions, through mechanisms that ensure the redistribution of wealth, seeking, for example, to transform the traditional systems of welfare states, from the "inside", helping to define new economic models (Peeters, 2012; Matthies et al. 2020).

Keywords: Social Work; Asch's conformity experiment; Sustainability.

Historical-critical foundations of British social work (1980-2020) – reflections from an international research project in progress

Pedro Gabriel Silva - CETRAD/Universidade de Trás-os-Montes e Alto Douro

Antoniana Dias Defilippo Bigogno - Universidade Federal Fluminense

Alexandra Aparecida Leite Toffanetto Seabra Eiras - Universidade Federal de Juiz de Fora

Camila Caroline de Oliveira Ferreira - Pontifícia Universidade Católica-SP (PUC-SP)

Giovanna Caneo - Pontifícia Universidade Católica - (PUC/SP)

Jhulia Salviano da Silva - Robert Gordon University (UK)

Larissa Moretti Blanco - Pontifícia Universidade Católica (PUC/SP)

Iain Ferguson - University of the West of Scotland (UWS)

Michael Lavalette - Liverpool Hope University (LHU)

Shirleny Pereira de Souza Oliveira - Pontifícia Universidade Católica-SP (PUC-SP)

Vasilios Ioakimidis - University of Essex (UE)

Abstract:

This paper presents the research "The historical-critical foundations of British Social Work in contemporary times (1980 to 2020)", a project developed by an international network of researchers in the field of the foundations and history of Social Work (SW), continuing a previous investigation (2017-2020) on the theoretical formulations and political linkages of RSW in the United Kingdom (UK) between 1960 and 1980 (Bigogno, 2021). The research presented here extends that analysis to the 1980s and beyond, paying particular attention to the impacts of neoliberalism on SW. It seeks to identify possible continuities between the 1970's RSW movements and the critical alignments that have emerged in the last two decades in the UK. In addition, it seeks to understand how, while reacting to neoliberalism and the inherent commodification of services, some of the previous radical questionings and theoretical production have been revived. In an adverse context, marked by the dominance of mercantile agendas, the inclusion of contents bequeathed by RSW have been steering processes of political organisation within the profession, reviving the criticism of the traditionalism of the profession, the resistance to managerialist practices and the denunciation of complicity with the capitalist model (Ferguson, 2011). Departing from this contradiction, the research seeks to understand how, in an adverse scenario, resistance to dominant narratives have been taking shape, forerunning an alternative SW project in the UK. Despite its focus on the UK, this work is thought to generate subsidies for the study of SW's political diversity elsewhere.

Keywords: Radical Social Work; Critical Social Work; Neoliberalism; United Kingdom.

Territory revaluation strategies: a locally decided intervention

Joana Guerra - University of Coimbra, Faculty of Psychology and Educational Sciences, Social Work

Abstract:

The revaluation of the local territory as a locus of social action gained new impulse when in Portugal, in 2018, the decentralization process saw new developments with the publication of the

Framework Law on the transfer of competencies to local authorities and to inter-municipal entities (Law n. 50/2018 of August 16), implementing the principles of subsidiarity, administrative decentralization, and autonomy of local power. In current times, along with larger projects aimed at eliminating structural problems in the areas of Education, Social Action, Health, Civil Protection, Justice, and Housing, among others, smaller-scale interventions, revaluation of the city of places, of movements back to the neighborhood, more adjusted to local and community needs. In line with the post-anthropocentric values of the town, it is understood as a complex set of interactions between different systems of life, involving different scales and different combinations between these scales.

This workshop, using practical cases, intends to deepen participants' knowledge about the strategies and methodologies used in the construction of the Municipal Social Charter, thus being able to reveal the social ties between the protagonists of the territory, which they build within the scope of the reciprocal action that gives expression to the meaning of the social game. It also values knowledge of conditions of collective appropriation. At this level, it may be up to Social Work to encourage the creation of favorable spaces for encounters and interactions between citizens that have to do with citizen participation and local governance.

Keywords: Active citizenship; Post-Anthropocentric Approach; Network territoriality; Municipal Social Charter.

ECSWE-36716

Social work: Should it aim to promote a sense of cosmopolitan citizenship?

Damian Spiteri - University of Malta

Abstract:
Background and purpose: This paper addresses the challenges that social workers face when political and cultural elites build a national identity and yet do not focus on the collaborative ways in which people who do not subscribe to that identity can be integrated. Consequently, it focuses on exploring possible ways in which social work can enable people who do not hold Maltese or British citizenship to not feel marginalized in Malta and England, and how social workers help to build 'other-respecting narratives' where solidarity between people within and beyond the nation prevails.

Methods: Three social work practitioners in Malta and three in England will be interviewed. The study will employ the use of semi-structured interview, and data will be analyzed using thematic analysis.

Findings: It is necessary for social workers to promote the use of social contexts where people from different cultural backgrounds have opportunities to discuss ideas and explore opinions, thereby giving all people a greater sense of voice in Maltese and English society.

Conclusions and Implications: It is necessary for social workers to encourage a greater sense of recognition of an interconnected world drawing on people's experiences of living in communities where they negotiate different loyalties, and yet have the possibility of enjoying a sense of belonging in those communities. While the study is focused on the Maltese and English context, its implications are expected to have a wider reach.

Keywords: nationalism, cosmopolitism, loyalties, place.

ECSWE-38911

Minority women and participation in politics

Olga Katsiani - Democritus University of Thrace, Greece

Abstract:

The main focus of this essay is the active engagement in politics of the minority women in Thrace. It draws upon the theoretical background of the social gender theories, feminism and the theory of empowerment within social work. The aim of this research is to shed light, through the participants' narratives, on all those factors that drove them to different choices, like their involvement in politics and their engagement as candidates in regional elections and spotlight the difficulties along with the obstacles they faced in their social path. The processing of this empirical data shows that the obstacles women faced were gender-specific and were related to those faced due to their minority identity. The patriarchal hierarchy which is a foundation stone in the Greek community in general, but also in the closed minority society in particular, as well as the stereotypes concerning the political engagement of the minority members were the most important obstacles they had to face during this political involvement. All these factors which, according to them, are the only way towards their social integration and the involvement of more minority women in politics, are underlined in their narratives. Those women who participated in the research describe the ways of empowerment they adopted in order to convince more minority women to become actively involved in politics, aiming to increase the power of minority women's voice and eradicate their low - representativeness.

Keywords: minority of Thrace, politics, empowerment, social work.

ECSWE-41018

A socio-labor insertion company and an active participation center. A project oriented to intergenerational programs.

Alicia Roiz Vázquez - Universidad Pablo de Olavide

Juan Manuel González González - Universidad Pablo de Olavide

José Luis Sarasola Sánchez-Serrano - Universidad Pablo de Olavide

Abstract:

The project to be presented will deal with the performance of a socio-labor insertion company in an active participation center, with special emphasis on intergenerational programs as a source of innovation.

The project proposes, among others, the following objectives.

- To guarantee a space for coexistence and social integration of the elderly.
- Promoting and developing actions that favor active aging.
- Promoting solidarity and social participation of the elderly.
- To develop systems of research, evaluation and good practices.
- To turn the Active Participation Centers into multipurpose, open and reference centers in the neighborhood, promoting actions, activities and programs that promote the coexistence of the elderly.
- To encourage collaboration and coexistence with other sectors of the population and to favor intergenerational relations among the elderly.

Social Work is a fundamental part of this project, due to its capacity for analysis/diagnosis and to act on the needs detected, as well as its organizational capacity. It also has a place within the insertion company, as well as in the residential center and in the intergenerational program.

Keywords: Intergenerational, Socio-labor Insertion, Social Work.

ECSWE-41800

Identities and functions: the representations of the social worker's work by finalist students of the degree in social work at the ISSSP

Adriana Gomes Neves - Instituto Superior de Serviço Social do Porto

Maria Sidalina Almeida - Instituto Superior de Serviço Social do Porto

Nuno Pires - Instituto Superior de Serviço Social do Porto

Abstract:

Abstract: The students' educational process should aim to stimulate questioning and reflection about their beliefs regarding the exercise of their future profession. It is considered that the contact with professionals in the area, as well as with other agents such as teachers and the populations with which they intervene, is fundamental for the construction of their professional identity and modification of social representations about the future profession. The present study aims to know the conception that finalist students have about what social work is and what profile the social worker should have, as well as to identify their perceptions about the functions of the social worker. In particular, to understand how they understand diversity and what they refer to practices focused on reducing social inequalities, promoting empowerment and combating discrimination. Through a qualitative and exploratory research methodology, semi-structured interviews were conducted with seventh semester students and content analysis of the collected data was carried out. With this exploratory and descriptive investigation, it is expected to observe that the students' social representations change over the years of academic training, starting with social representations more anchored in common-sense knowledge and evolving to representations based on knowledge. professional. It is intended to promote greater knowledge of the issues that permeate the construction of the social worker's professional identity and to provoke new discussions that provide greater awareness about the processes of constitution of this identity both in the educational and professional fields.

Keywords: Social Representation, Social Work, Students, diversity, social inequalities.

ECSWE-42923

Reconstruction of social work practice in mental health community - the perspective(s) of people experiencing mental health crisis

Anna Jarkiewcz - University of Lodz

Abstract:

The presentation will focus on reconstructing social work practices in the mental health community from the perspective of people experiencing a mental health crisis. This reconstruction aims to highlight how particular social work practices are interpreted by those who are the recipients of these practices. The second aim is to discover the meanings attributed to these practices by those involved.

The contributions will address issues such as:

Community building.

Mixed interactions.

Finding oneself outside the mental health community (diversity in relationships).

The place of the mental health community in the life of the person experiencing a mental health crisis.

The presented findings are part of an ongoing research project entitled Socio-biographical conditions of experiencing a mental disorder - between individual experience and institutional biography management. The subject of this research is the socio-biographical experiences of people with a mental disorder who have benefited from various forms of institutional support from an individual biographical perspective. The main aim of this research is to analyse the institutional interventions that a person with a mental disorder has benefited from, which, I assume, will be evident in the construction of their autobiography.

The project uses the biographical method, as indicated by Fritz Schutze.

Fifty people who experienced a mental health crisis and benefited from various forms of institutional support took part in the study.

The study received a positive opinion from the Bioethics Committee.

Keywords: social work, mental health, community work, bottom up approach.

ECSWE-45439

"People consider us part of what is happening": Social workers' voices of resistance and control in housing settings for asylum seekers and refugees in Greece

Eleftheria Neila - Panteion University, Greece

Abstract:

Background and Purpose: Greek social workers have been at the forefront of responding to refugee and asylum seekers' needs since 2015, where the biggest forced immigration influx since World War II was experienced, facing limits to their work due to the neoliberal approach underpinning housing policies. This article discusses social workers' views about the housing policies for refugees and asylum seekers in Greece as part of a policy of power enforcement at the micro and macro

Methods: For the purposes of the study, a qualitative research consisting of semi-structured interviews with 16 Greek social work practitioners serving asylum seeker population was designed and conducted via recorded semi-structured interviews. The data classified and analyzed using thematic analysis.

Findings:. It was found that social workers do not comprehend housing policies for asylum seekers and refugees as policies which encourage integration, but rather contribute to a regime of control and exclusion. Although attempts of professional resistance against the housing policy framework at an individual level were identified, collective action over these repressive practices seems to be absent according to the participants' accounts. Moreover, social workers highlighted work overload along with limited training and support.

Conclusions and implications: The article conclude by proposing that social work needs to be active in the development of practices to resist Neo-liberal and anti immigrant policies that favor control and to develop collective actions along with labor unions and service user groups.

ECSWE-45506

Educating the Politicizing Social Worker

Merel van Schravendijk - University of Applied sciences Amsterdam

Charlotte Kemmeren - University of Applied sciences Amsterdam

Abstract:

Educating the Politicizing Social Worker

BACKGROUND: The task and calling of social work professionals is to support individual service users, groups and communities to obtain and maintain quality of life. Besides this focus social work students of the University of Applied Science Amsterdam are challenged to tackle more structural societal problems, by adding to the political and social debate based on research, practical knowledge and experiential expertise.

METHOD: In the course 'Social Agenda' second year social work students are coached during a full college year in conducting research about one of the main topics of the course: green sustainability, social inclusion, supporting livelihood, young people's voices, democracy and human rights. By picking their subtheme students are invited to be curious about social movements, changes and implications which impact the life quality citizens. Students form a team in which they conduct research in co-creation with a practice partner and create tools to address their findings to a broader group of stakeholders. By discussing, presenting and continuously adjusting their research and building on a body of knowledge and skills about social themes, students are supported in becoming politicizing social professional who are competent in addressing structural societal problems. These competences validate their political role and tasks as social workers.

CONCLUSION: Supporting students in the process of becoming social and political engaged social workers has turned out to be fruitful to create long term partnerships with stakeholders and to make students aware of the scope of their role as social workers.

ECSWE-48388

A Dialogue with Wonderhill: Social Work, Place-making and Becoming Other-Wise

Annela Samuel - Tallinn University

Mariann Märtsin - Tallinn University

Abstract:

The aim of our paper is to use a dialogical case study to make visible the complex patterns behind place-making processes, in order to bring such complexity to the centre of social work thinking. A former "closed town" Sillamäe (Estonia) rapidly emerged in the early years of Soviet occupation to serve the newly-built uranium enrichment factory. A once-privileged town, whose older population has migrated from different parts of the Soviet Unions is still living through a trauma, with which the creating one specific place near town - Wonderhill (Chudomäe) actually helps to cope. We sought to understand how people make this place and create its meaning for themselves and for others. In our ethnographic study we collected historical documents and newspaper articles and conducted observations in the region; we engaged in ethnographic in-

terviewing with community members and used life-narrative interviews. By placing the emphasis on relationships instead of objects and examining these at three levels - relationships with Self, Others and with a place, the multiplicity of perspectives became visible. We suggest that understanding and maintaining different voices and layers of experiences in the community simultaneously enables moving towards more inclusive engagement with people, communities and places in social work practice where social workers become other-wise. This kind of social work that explicates multiple experiences from Self and Others from past, present and future and places these in dialogue with each other requires using participatory, creative and evolving methods, as well as close collaboration with other disciplines - moving towards a relationship of coaching and co-creation.

Keywords: place-making, social work practice, dialogue, dialogical case study.

ECSWE-48940

Case study of social work response to Ukrainian mass migration in Poland. Implications for a trauma-informed approach.

Katarzyna Ornacka - Jagiellonian University in Kraków

Hubert Kaszyński - Jagiellonian University in Kraków

Abstract:

The authors of the paper, based on the TIA approach, present the results of a study conducted in Krakow (Poland), the aim of which was a multidimensional description of the process of adaptation of social welfare institutions to the situation of a humanitarian crisis related to the war in Ukraine. This is particularly important at a time of danger caused by right-wing extremism and populism. The practical purpose of the study, conducted using the method of in-depth interviews with 30 social workers, leaders of assistance activities for Ukrainians in 2022, was to develop the desired training, supervision, and management activities, which are necessary from the perspective of implementing assistance practices adapted to clients experiencing the consequences of crisis situations related to war. The results of the study clearly indicate the need to focus attention in the management of a social welfare institution on the negative and positive consequences of shared trauma. In addition, they provide an important contribution to strengthening communities in the fight for fundamental rights and to awakening in them a sense of responsibility or collective agency.

Keywords: Ukrainian migration crisis in Poland, trauma-informed approach, social work.

ECSWE-50369

Social Rights Advising as Radical Social Work Practice: teaching students to advocate and organize

Jill Hanley - School of Social Work, McGill University

Abstract:

In the context of individual practice, recent trends in social work education have emphasized the psychological aspects of psychosocial practice. This paper draws on 15 years of teaching about social rights - things like housing, welfare, pensions, health insurance - so as to encourage social workers to take on a critical advocacy approach in their individual practice in a wide range of social work settings. Within the framework of literature on collective organizing around social

determinants of health, this paper argues that social work practice is uniquely placed to link material and psychological wellbeing and that students are easily mobilized by the idea of contributing to the realization of human and social rights. The experience and knowledge generated through such practice can inform institutional change, community organizing and policy campaigns. A model for Social Rights Advising practice will be presented.

Keywords: social rights; individual practice; community organizing; advocacy.

ECSWE-50634

Weaknesses of social workers' intervention with foster families. A research on the Italian situation

Marco Giordano - "Aldo Moro" University of Bari; "Progetto Famiglia" Study Center
Alessia Rossato - "Papa Giovanni XXIII" Association

Abstract:
INTRODUCTION
In Italy, foster care is not very developed. One cause of this difficulty is the inadequacy shown by public social workers in supporting foster families.
The study explores the level of satisfaction of foster families.
The study explores the main critical aspects of Italian public social workers in supporting foster families.
METHODS
A qualitative survey was designed with regards to the opinions of foster families, through semi-structured interviews (Corbetta, 2003), articulated on 9 questions, on the quality of the support received from the social services and other aspects of family fostering.
25 foster families from different places in Italy were individually interviewed.
The analysis of the data took place in two phases: transcription of the audio recordings; content analysis based on survey areas.
RESULTS
The relationship with public social workers was often described as negative. Few interviewees were satisfied, limited to the sensitivity of some individual operators. The main critical points are:
- family fostering interventions began in a non-gradual manner and were not supported;
- lack of information provided on minors and their families;
- self-centered, antagonistic social workers that make irresponsible decisions;
- high turnover and overburden of social workers.
CONCLUSIONS AND IMPLICATIONS
The research, although statistically unrepresentative, highlights an intense dissatisfaction with social workers. The identified criticalities represent a clear stimulus for social workers. Further research that deepens each of the critical points should be carried out, aiming to identify the best practices within the landscape of Italian and foreign social work.

Keywords: Social work in support of active citizenship of the Foster Families; Social work challenges in Foster care;   Social work and Foster parents' satisfaction;   Italian social work's weakeness.

ECSWE-51441

Violence towards social workers in Spain and its association with Burnout, Job satisfaction and Anxiety

Ana Vallejo Andrada - Huelva University

Francisco Caravaca Sánchez - Pablo de Olavide University

Evaristo Barrera Algarín - Pablo de Olavide University

Alicia Roiz Vázquez - Pablo de Olavide University

Abstract:

The phenomenon of attacks on social workers has been documented in different parts of the world since the 1980s until the present day – though most of the related research has been conducted in the United States. The present study expands the literature, analysing the prevalence of workplace violence and associated factors among Social Work professionals in Spain. A total of 190 social workers in south-western Spain responded to a questionnaire which included the following variables: workplace violence, burnout, job satisfaction and anxiety. The results suggest that the vast majority of social workers in Spain have suffered violence from their clients, the most frequent types of violence being verbal violence (94.9%) and threats (81.5 %). A binary logistic regression analysis showed how workplace violence was statistically associated with burnout and anxiety. As a main conclusion, it is important to raise awareness about this occupational risk problem in the public and private sectors, as well as to develop prevention strategies

Keywords: Social Work,Client Violence, Burnout, Anxiety.

ECSWE-51965

How can Applied Research support SWE in forming better professional competencies in macro level interventions?

Lazăr Theofild-Andrei - West University of Timişoara, Romania

Baciu Elena-Loreni - West University of Timişoara, Romania

Abstract:

One of the main areas of interventions that are mandatory to be taught in the social work education programs is macro level interventions, or action at the community level. Community development, capacity building, social solidarity, empowerment, participation, social capital are only a few of the important concepts that must be understood by the future professionals in social work.

The diversity of today's societies and their high dynamics make it a challenge to teach social work community intervention in a manner that will form effective knowledge and skills for students. Even rural communities, that historically are known to be more traditional and more resistant to changes, are subject of important societal shifts nowadays.

The presentation argues on the importance of using applied research as support for teaching, with emphasis in forming actualized professional competencies on macro level interventions. It starts with presenting the partial results of a quantitative research on the social needs of the citizens from Romanian rural communities, with emphasis on items presenting community participation, social solidarity, and the involvement in voluntary support of vulnerable categories of population. The presentation of the research results is followed by practical inputs on how the

field realities can be useful in adapting the courses and seminars delivered to social work students to form adapted professional competencies in macro level interventions.

Keywords: macro level intervention, applied research, adapted teaching.

ECSWE-56046

Harm Reduction - Construction And Validation Of An Integrated Practice Model

Marta Borges - ISCTE, IUL

Mark Bigler - Weber State University

Inês Amaro - ISCTE,IUL

Abstract:

In the scope of the PHD research "HARM REDUCTION - CONSTRUCTION AND VALIDATION OF AN INTEGRATED PRACTICE MODEL", the present abstract is used to present the first results of the research, namely, in relation to the experts heard in the Delphi Panel used as research methodology.

Portugal is internationally recognized for its model of intervention in addictive behaviors and addictions. The intervention in this area has been consolidated since the 1980s in Portugal, marked by a multidisciplinary intervention that looks at the person who uses drugs in his or her relationship with the substance, but also with the personal and social context. From the beginning, Social Work has participated in these systemic responses, observing and integrating them through the Biopsychosocial model. Harm Reduction, which integrates one of the dimensions of the Portuguese model, is getting stronger with evident results, in Portugal and in the world, proposing a change in the functioning matrix of social and health intervention, with drugs as a starting point but with an enormous potential of enlargement.

This reflection intends to give the first clues to sustain Harm Reduction as a model of social and health intervention.

Keywords: Harm Reduction; Social Work; Drug use; Practice Model.

ECSWE-60858

Integration of Healthcare – the path to the democratization of Social Work intervention?

Isabel Maria - Hospital do Litoral Alentejano

Ana Rita Sousa - Hospital do Litoral Alentejano

Cláudia Patacas - Hospital do Litoral Alentejano

Marta Resende - Hospital do Litoral Alentejano

Susana Alexandrino - Hospital do Litoral Alentejano

Abstract:

The World Health Organization (WHO) defines integrated health services as those "(…) that are managed and delivered so that people receive a continuum of health promotion, disease prevention, diagnosis, treatment, disease-management, rehabilitation and palliative care services, coordinated across the different levels and sites of care within and beyond the health sector, and according to their needs throughout the life course (WHO, 2016, p.2).

The integration of care is based on a care approach that presupposes the centrality of the citizen in health systems throughout their life cycle. People-centered care, as advocated by the WHO

(WHO, 2016, p.2) advocates that individuals, families, caregivers and communities participate actively and consciously, that is, in an informed and empowered manner to integrate the definition of health and social policies according to their socio-cultural and environmental specificities.

Having Social Work in health the biopsychosocial model as a reference, which is of an interdisciplinary nature, integrating biological, psychological, social and environmental influences on health and disease (Lehmana et al, 2017, apud Chigangaidze, 2020, p. 99) and being this a profession based on the defense and promotion of human rights, we, through this presentation, propose to reflect on the following: how can the integration of care be the way to democratize the intervention of Social Work in health and, thus, contribute to better qualify new professionals and adapt, to the current reality, the practical component of academic training?

Keywords: Integration of Healthcare, democratization, Social Work , academic training.

ECSWE-63895

Job satisfaction and social work practice: exploring opportunities for social work education in uncertain times

Mihai, Anca - University Of Bucharest, Faculty Of Sociology And Social Work

Lazăr, Florin - University Of Bucharest, Faculty Of Sociology And Social Work

Rentea, Georgiana - University Of Bucharest, Faculty Of Sociology And Social Work

Gaba, Daniela - University Of Bucharest, Faculty Of Sociology And Social Work

Munch, Shari - Rutgers, The State University Of New Jersey, School Of Social Work

Alexandra Ciocanel - University Of York

Abstract:

In a mixed methods research project, we explored various professional aspects of the Romanian social work workforce, such as employment, responsibilities, available resources, satisfaction at work, professional quality of life, among others.

The project included interviews with social workers (SW) and a survey. The current presentation refers directly to the survey results (N=1044, collected 2016-2017).

Our presentation reflects on the status of the workforce before the SARS-CoV-2 pandemic to better understand the challenges of SW and their impact on social work education.

This presentation focuses in particular on the relation between perceived caseload, social support at work, and satisfaction with work.

Our data show that while there is a relationship between the number of cases, the perception concerning ease of managing them, and the sufficiency of social workers, the association of the number of active cases and the number of overtime is not significative. While social workers are rather satisfied by the relation with colleagues and hierarchical superiors, available technology, the activity of the institution, and the relation with service users, they are less satisfied by overtime, workplace training, and their monthly income.

We reflect on opportunities for social work education in contributing to developing social work students' skills for improving job satisfaction, such as reflexive practice, involvement in advocacy, community development, as well as developing new services. This is important given the current challenges (the effects of the pandemic, the influx of refugees from Ukraine, the current inflation) and that creative projects are needed in order to respond to the current challenges.

ECSWE-65650

Reflective practice as a tool for learning and improving professional competences for the construction of knowledge in the Degree in Social Work at the University of Barcelona.

Maria Antonia Buenaventura Rubio - Universitat de Barcelona

Abstract:

The teaching innovation project 2022PID-UB/021 approved by the University of Barcelona's Research, Improvement and Innovation in Teaching and Learning Programme (RIMDA) aims to contribute to the improvement of student learning and competences in practice centres. The professional practice of social work requires professional training that approaches the human being in an integral way. Preparing students for their future profession is a teaching responsibility, which is why we are interested in deepening and sharing the group's learning in order to promote the achievement of reflective skills, respect for diversity, equality and responsibility. The joint reflection in the group and the progressive empowerment of the students helps them to understand that citizens are the protagonists of their lives and their work consists of accompanying them so that they can improve and change certain circumstances (Fernández, 2014). Some of the objectives of the project are to accompany students in cognitive, behavioural and emotional reflection for the acquisition of social work and transversal competences, and to carry out reflective practice activities that allow students to identify themselves in professional practice and ethics. The data collection instruments will be questionnaires for students, teachers and school tutors to assess the improvement in students' learning, the analysis of reflective work and a teachers' discussion group to assess the proposed changes. The study involves awareness and deep reflection on personal and professional values and principles for the construction of social work knowledge.

ECSWE-66418

Family support & intelectual diversity at the university: a participatory group work experience

Stella Iantzi - UCM

David Gonzalez - UCM

Andrés Arias - UCM

Abstract:

Adequate response to the needs of people with intellectual disabilities (ID) is facilitated when their families have spaces to share experiences and strategies to cope with the challenges of their daily lives. The aim of this presentation is to describe the collaborative development of a support group of families of students with ID who meet while their children participate in an innovative and disruptive university programme aimed at the social and labour integration of people with ID and their participation in university life: the Univerdi Programme of the University of Jaén (Spain).A participatory action research methodology was used. Members of 10 families together with 4 social workers participated in a virtual support group for 7 sessions of 2 hours, after a first face-to-face meeting. The family members decided that it was a good idea to use the

thematic categories included in the Noller & Bagi Parent-Adolescent Communication Inventory Scale both to self-assess their situation and to choose topics for discussion and reflection in the group. The participants also agreed to write a kind of handbook to help them to deal with issues such as independence, sexuality, employment and informal relationships with peers. The group was enriching for both families and professionals. Participants were able to collaboratively build new competences to face major changes in the family system. The professionals realised how competent families can be when allowed. They also realized about the convenience of not being prescribers of behaviours but facilitators of processes.

Keywords: intellectual disability, family support, university students, social group work.

ECSWE-66669

"Above all, being a democrat means not being afraid..." Nonviolent resistance and empowerment in today's Hungary

Timea Bagdi - John Wesley Theological College - Budapest, Hungary

Abstract:

In my presentation, I will show how the standards of the Global Definition of Social Work (2014) can be adapted to the Hungarian situation and how the definition can be applied to empowerment, social activation and raising awareness of social problems. What is particularly interesting is where in social work education this preparation appears.

This kind of social activation, of empowering the powerless, the voiceless, is extremely interesting in a country where the ruling party is in power for its fifth term, where no other political voice is heard, where propaganda and pro-Russian politics are on the rise. Where the Prime Minister of the day in 2015 is defending Europe by building a fence of flesh in front of refugees, and where the war is being maintained in Ukraine. In such a political environment, there is only one tool in the hands of society; and that is active non-violent resistance.

I will give you practical examples of how, in Hungary at the end of 2022, the teachers will unite with the students and parents, and demonstrate for weeks to improve the crisis in education.

I will show how the organisation where I work has become a centre of resistance in Hungary today; how we have organised actions to mobilise society, how we activate communities and what we train our social work students to do.

Keywords: empowerment, nonviolent resistance, raisingawareness.

ECSWE-67401

The role of Social Work in the dynamics of change in social policies: the territorialization of social policies as a path to active citizenship.

Claudia Maria Serpa Garcia - ISCTE - IUL
Maria Inês Amaro - ISCTE - IUL

Abstract:

The reconfiguration of Well-Being models has brought new and renewed challenges to contemporary societies, highlighting, in the Portuguese case, the tendency towards the territorialization of social policies and the challenges that this reconfiguration induces in the fight against poverty and social exclusion. .

These trends express the appreciation of the place as a privileged field of action, a space for

training and empowerment par excellence, understanding that the territorialization of social policies constitutes an opening for the construction of territories/cities that are socially inclusive, environmentally correct and economically sustainable (Yigitcanlar et al., 2019).

On this basis, we seek to contribute, through the presentation of provisional results of the investigation: The role of Social Work in the dynamics of territorialization of social policies, to the promotion of constructive critical reflection on the emergence of a Social Work aimed at personal empowerment, and training (Carvalho, 2015) of the different social actors, which does not neglect the case method, but which values an integrated intervention, understood as a "democratic process of acting on the concrete reality, acting on the environment, mentalities and behaviors of the most disadvantaged" Mouro (2006: 173), with a reinforcement of the individual-context relationship, the immersion-intervention relationship and the collective dimension of the problems (Amaro, 2012; Gonçalves, 2018).

Mixed methods are used: qualitative and quantitative, which allow us to go from analysis to the macro level to the micro level, incorporating "multiple approaches in all phases of a study, transforming its results and analysis into another approach". (Tashakkori and Teddlie apud Flick, 2009:32).

Keywords: Social Service; Terraitorializatioon of social policies; Active citizenship.

ECSWE-69135

Professional identity in social work: students' perspectives and implications for educators

Ana M. Sobočan - University of Ljubljana, Faculty of Social Work

Eva Juren - University of Maribor, Faculty of Organizational Sciences

Anže Jurček - University of Ljubljana, Faculty of Social Work

Abstract:

Professional identity in social work can be described as a collection of identifiable&enduring professional qualities of social workers that make them a profession unique compared to other professions and that affect how they deliver services, make professional decisions and shape their practise. In the academic literature, professional identity is often described as highly contextual&fluid, especially from the perspective of the dynamics in which identity is formed and maintained. It is also often described as embedded in a continuous process of internalising certain knowledge, competences, skills, behaviours, norms and values. It is of particular interest to social work educators how professional identity can be shaped and perhaps even transferred to social work learners. In our study, we first wanted to understand how final (4th) year social work students in Slovenia (at the only school of social work) view, define and structure (their) professional identity as prospective full-time practitioners. Focus groups were conducted to collect data. These were transcribed and analysed thematically. The analytical insights that emerged from the interpretation of the data provided information on what social work students understand by professional identity and their roles, and how they evaluate the development of their professional identity during their studies to become social workers. Based on these findings, recommendations are made for social work education. These include tools and strategies that might be helpful for social work learners in developing a strong professional identity in social work, and for social work educators in supporting students in their learning process and beyond.

Keywords: social work students, focus group, mentorship, social work professional identity.

ECSWE-73876

The Jewish ritual bath as a setting for identification and assisting women in distress, including victims of IPV

Moran Vikelman - Ariel University, School of Social Work

Chaya Possick - Ariel University, School of Social Work

Lea Zanbar - Ashkelon Academic College, Faculty of Social Work

Abstract:

Background: Social workers rely on non-professional community figures to identify and refer at-risk populations. One such figure is the Jewish ritual bath attendant, who assists women in their monthly ritual immersion. Mental health symptoms can become evident in this situation. The purpose of study was to understand the unique interactions of bath attendants with women who signal distress, including intimate partner violence (IPV).

Method: This qualitative study was conducted according to the phenomenological approach. Data were collected through semi-structured interviews with 12 Israeli women bath attendants. Thematic analysis was used to interpret the interview texts.

Results: Two contradicting themes emerged from the findings. On the one hand, the bath attendants described open dialogues with immersing women in distress around issues such as depression, infertility, still birth, and OCD. On the other hand, when it came to IPV, they reported that there were much fewer cases of sharing.

Discussion: The differences between the openness around various types of distress and/or mental health issues, and the concealment that characterizes IPV, can be understood in light of the religious sector to which both the bath attendants and the immersing women belong. Especially among the ultra-orthodox, IPV is often silenced in the interest of family preservation. It seems that not only do women victims tend to conceal IPV, but that bath attendants tend to ignore the signals. The results indicate that social workers should provide training to these community informal-helpers and establish channels of communication with them, to allow for consultation and expedite referral.

Keywords: Women in distress, IPV victims; bath attendants; informal helpers in the community

ECSWE-75308

Volunteers as an important member in the third social sector. The relationship with social workers.

Carolina Blàvia - Universitat de Lleida (Espanha)

Abstract:

The third sector of social action (TSSA) is currently one of the main actors in the creation and implementation of social services in Europe. The past decades have been marked by a process of professionalization integrating social workers into the entities.

In the communication, we will present some of the results of the doctoral thesis on social volunteerism, presented in May 2022. Volunteering is a key element in TSSA and joint work between professionals and volunteers is essential for the successful achievement of the entities' mission.

Blended teams create richer, yet more complex workspaces. That is why we analyse the relationship between professionals and volunteering. We ask both participants in order to obtain two

different perspectives.

A case study was performed in Lleida (Spain) using a qualitative methodology; 46 interviews and 3 focus groups involving volunteers (18) and a DELPHI composed of eleven professionals from six social entities in the study area.

The findings suggest that there is a positive relationship between the two profiles and that they reinforce one another. Nevertheless, aspects and trends have been identified that could lead to a loss of quality in their tasks, and a decrease in volunteer involvement, too.

Finally, based on contrasting opinions, we propose guidelines for optimizing the relationship in entities, improving the functioning of teams and encouraging volunteering participation in organizations.

Keywords: Third sector, social workers, volunteering, social work.

ECSWE-75917

Hubs in Social Services. Digitalisation and innovation in social services and Social Work.

Manuela Fernández-Borrero - University oh Huelva

Aleix Morilla-Luchena - University of Huelva

Fernando Relinque-Medina - University Pablo de Olavide

Abstract:

This paper presents the main applicable and useful results of a project funded by the Andalusian regional government (InnovaHubSS), with the aim of creating and developing hubs in local Social Services in order to achieve a digitised and technologically enabled intervention improvement. In the wake of COVID-19, technology was inevitable and came to stay. This challenge, from this project, is approached with dynamics of design and creation of Hubs. The results of the four working sessions of four pilot Hubs are presented, with the participation of social service professionals, social workers from organisations, users and political staff (more than 40 people). They have been developed with methodologies of citizen participation, innovation in Social Work, based on design thinking, co-creation and co-design of alternative solutions. These sessions were based on the identification of needs, multi-criteria weighting, generation of alternatives and co-design of innovative actions and digitalisations to improve professional intervention. The needs detected, as well as the solutions have been quite similar, highlighting issues of training in digital skills of professionals and users, the proper use and development of applications, digital divide, with alternatives generated as the creation of simple and useful platforms, digitisation-coordination protocols, and even progress in robots and applied artificial intelligence processes. The communication shows these analyses, as well as the assessment of the methodological process, being useful for learning and educational transfer and to other spheres and territories in the framework of social services.

Keywords: Socia Work, Hubs,Digitalisation, Social services.

ECSWE-77712

'Do you know the impostor syndrome?' Professional identity among early-career social workers

Yael Hochman - Sapir Academic College

Einav Segev - Sapir Academic College

Abstract:

Background and purpose: The literature regarding early career social workers suggests that they experience significant individual, organizational and professional challenges, with high degrees of turnover and job mobility due to poor organizational structure and support. Despite the growing interest in the experience of early-career social workers, the literature on the formation of their professional identity in the transition to workplace is limited.

The aim of this qualitative research was to explore how social workers perceive the formation of their professional identity in their first years of practice.

Methods: Two focus groups were conducted online with eleven Israeli graduates.

Findings: The findings indicated that forming a professional identity was central to the participants' experience in their first years of their practice, and was described as a complex, ambivalent, and even contradictory process. They used the term 'impostor syndrome' to describe this process. It emerged as a developmental stage—a state of being and a coping mechanism with the discrepancies between the participants' inner world and the world outside, and between the image of the ideal professional identity and that of the profession in general they had held in mind as students and the one they encountered in their day-to-day field practice.

Conclusions and implications: Entering workplace appeared as critical phase in the formation of professional identity. At this stage, early-career are preoccupied with questioning who they are as social workers, what it means to be a social worker, and how competent they are as social workers.

Keywords: Early-career social workers; impostor syndrome; professional identity; Social work.

ECSWE-77797

Bridging Disadvantaged Neighbourhood with the City: Political results of Participatory Action Learning

Mariusz Granosik - University of Lodz

Abstract:

City(Place)making is a process of co-creation of physical and social space by all stakeholders. It is very difficult to involve disadvantaged neighbourhoods (DN) in that process, as they usually do not trust the city authorities, and often have a very different view on urban investments (Mouffe, Laclau).

Our way of citymaking with DNs is Participatory Action (combined with Action Learning), in which the residents have a leading role and other representatives of the city are involved in their activities (Beresford). Such activities are also an excellent field of community work education. Students of social work have a unique opportunity to initiate critical community learning (Van Leeuwen), discover and support bottom-up initiatives to transform their places.

Community work should result in political changes, emancipation, equality (Radlińska). The foundation of changing power relations is the triple identity transformation that take place in Participatory Action and Learning and concern all their participants (academics, students, practitioners, residents): transformation of civic identity, transformation of professional identity, transformation of social recognition. The next step is the greater independence of the inhabitants of disadvantaged neighbourhoods from municipal institutions in terms of transforming their own living space, even if they do not have a legal title to it (emancipation). The most advanced politi-

cal change is the recognition of DNs as a key element of the city, for example in terms of building local culture, nurturing traditions or local history (political empowerment).

The presentation is based on the project "Unleashing future-facing urban hubs through culture and creativity-led strategies of transformative time" (H2020-SC5-2019-2-868887)

Keywords: Critical Citymaking, Political Inequalities, Social Pedagogy, Community Work.

ECSWE-80805

Challenges and opportunities of Social work education: case of Kazakhstan and Central Asia

Dinara Yessimova - National Alliance of Professional Social Workers, Kazakhstan

Sandugash Ismagulova - Phd Student Of Solid Project (Frankfurt University of Applied Sciences), National Alliance of Professional Social Workers, Kazakhstan

Ayagoz Aubakirova - National Alliance of Professional Social Workers, Kazakhstan

Abstract:
Professional social workers are critical for the implementation of the European Agenda for the protection of human rights, the UN Conventions on the Rights of the Child, on the Rights of Persons with Disabilities and for the achievement of the Sustainable Development Goals. In response to changing living conditions, social support programs are being developed, for the implementation of which the country needs qualified specialists. In Kazakhstan and the countries of Central Asia, the status of a social worker is still at a low level, according them, social workers are home care assistants, since often this position is occupied by specialists in related professions who don't have required knowledge and skills. One of the key roles in solving this problem is played by the National Alliance of Professional Social Workers of Kazakhstan, which was established in 2019 and initiated the creation of the "Association of Schools of Social Work" to promote and strengthen education in the field of Social Work in Kazakhstan. There is a need for systematic support for education in the field of Social Work at this stage, which is critical for the further development of Kazakhstan.

As a research task, the authors have identified an attempt to review the current situation in the promotion of Social work as a profession and academic discipline in Kazakhstan and Central Asia.

The authors offer conceptual recommendations for the development of Social work and the improvement of professional training and retraining of social workers, taking into account international experience and new challenges of Kazakhstani society.

Keywords: social work, education, advocacy, supervision, training, retraining, political diversity, opportunities, challenges.

ECSWE-81149

Rock the boat without sinking: Social Change Strategies of Israeli Women Religious Activists

Edith Blit-Cohen - School of Social Work and Social Welfare- The Hebrew University of Jerusalem

Ayelet Makaros - Bar Ilan University

Abstract:

This study examines Jewish women's activism in Orthodox and ultra-Orthodox society in Israel who are engaged in ongoing efforts to transform their community norms and conventions, which they find discriminatory and restrictive of all women in those religious communities. The research focuses on strategies and tactics they use in the course of their activism and on what motivates or forces them to choose them. Informed by thematic analysis of semi-structured interviews with fourteen activists, the findings indicate that they walk between proverbial raindrops, making judicious and carefully planned use of a variety of strategies and tactics, of both consensus and confrontation, to promote their aims. Together with their protest against injustices in their society, they observe the norms of the religious world and avoid crossing "red lines", as they put it. This study sheds light on the phenomenon of women activism in patriarchal societies, and in particular, on how social change can be pursued by women even in extremely traditional societies with strict behavioral norms.

The study also adds updated knowledge, related to the way we can help to strengthen communities in the fight for fundamental rights, awakening in them a sense of responsibility and collective agency. The research highlights the need to invest in community work that is compatible with and sensitive to the needs and characteristics of women activists in general, such as developing courses in community work with minorities and training of community social workers who deal with human rights and advocacy.

Keywords: activism, religious women, community social work, patriarchal societies.

ECSWE-82530

The role of the social worker as a mediator in particioatory construction in vulnerable territories

Andréa Rodrigues - individual

Abstract:

The present work appears as a way to demonstrate the role of the social worker and the work of mediation in the participatory construction in vulnerable territories. We intend to reflect on the role of this professional, on his work and how the service is conducted in vulnerable territories where there are several social problems such as: housing, child labor, domestic violence, juvenile delinquency, abandonment of the elderly, among others.

Thus perceiving the strategies used to articulate the people of the territory, carrying out na interventional mediation, with the purpose of becoming participatory and multiplier in the becoming participatory and multiplier in the actions. In this way, involving this public and making it possible to develop actions, thus building in a participatory way the answers to existing problems.

We intend to read about the concept of territory, the role of the social worker and mediation strategies in this process, the importance of committed, active and effective social work, aiming at transformations and social changes together with this public, through involvement and mobilizations, where they create a sense of belonging and also changes in behavior and attitudes.

Therefore, the awareness of existing problems and the participation of residents in the face of responses to face adversities, is a very important function of the social worker, because through

his practice, he seeks strategies to mediate participation and empower people, making constructions and reconstructions of concepts, thereby bringing about social change.

Keywords: participation, social worker, territory, mediation, social change.

ECSWE-83048

Extracting tacit knowledge is an existential professional need for social workers serving diverse minorities

Ibrahim Mahajne - Zefat Academic College

Abstract:
The basic assumption of this study is that the elicitation (extraction, revelation, expression, uncovering, unraveling, exposure) of tacit knowledge (implicit, embodied, hidden) from the covert layer to the overt (explicit, codified, formal) layer is an existential professional need for social workers serving disadvantaged and diverse minorities who do not have adequate information and knowledge.
The research derived data from in-depth semi-structured interviews with children and youth workers in Arab welfare bureaus in Israel, describing, characterizing and explaining the different types, manners, motivations for and contributions of the extraction of tacit knowledge acquired by minority population social workers.
It was found that tacit knowledge acquired by Arab social workers exposes (describes) prolonged institutional deprivation in out-of-home settings, dramatically limiting Arab minors' ability to realize their rights. Extracting this tacit knowledge could serve three players in the children and youth services: the target population (giving them a voice), professionals (uniting their ranks as a foundation for collective action) and government institutions (reflecting the reality and equipping them with data concerning gaps in the services). Five ways were identified for the elicitation of tacit knowledge, in order of frequency: retention until release, exposing knowledge in mentoring, transmission between colleagues, documentation for the future and publication. Non-extraction of the knowledge stems from a lack of awareness, inappropriate prior professional training and lack of a suitable organizational culture. The findings increase awareness, but the social work profession needs to reconsider the potential value of extraction of tacit knowledge in research, training and practice

Keywords: Minoreties, Diversity, Professionlization, knowledge.

ECSWE-83165

Media reporting on social work and its implications for social work education

Ana M. Sobocan - University of Ljubljana, Faculty for Social Work
Jelka Zorn - University of Ljubljana, Faculty for Social Work

Abstract:
Research has shown that reporting in printed and online media has implications for how social workers construct and possibly perceive their professional identity, and can have implications for social workers' decision making and choices they make in their professional practice. It was also shown that media reporting plays a part in how people perceive the roles&aims of social work and daily practice of social workers. Recognizing the relevance and impact of media reporting, a study was conducted to uncover the topics, methodologies and aims of media reporting

on social work in Slovenia, in order hypothesize about its effects and develop tools and strategies relevant to social work education.

The study (funded by the National Research Agency of Slovenia, grant nr: 0591-001) involved searching for, collecting, sorting and analysing articles, related to social work in 4 most frequent printed daily papers in the period between 2012-2022.

The analysis identified political, ideological and symbolic dimensions of reporting, often performed as moral panic related to issues of family, ethnicity, class and gender. It also found that frequently reporting fails to offer epilogues and more importantly so, the representation and participation of social work voices. Based on these insights, recommendations for social work education were developed, suggesting training in informed and critical media reporting reception to be developed and offered to social work learners, as well as that engagement and advocacy for social work profession should be taken up by a number of stakeholders to promote participation, authentic representation and capacity building of professionals working in the media.

Keywords: social work professional identity, media reporting, advocacy.

ECSWE-85078

Between the personal, the professional, and the national: The experience of the encounter between Israeli Jews and Palestinians in the field of social work against the background of the events of May

Sagit Lev - School of Social Work, Bar Ilan University

Neveen Ali Saleh- Darawsha - School of Social Work, Bar-Ilan University, Israel.

Shlomit Weiss-Dagan - School of Social Work, Bar-Ilan University, Israel.

Abstract:

Background and Purpose: The riots in Israel in May 2021, whose effect was especially felt in mixed-population cities, increased tensions, hostility, and suspicion between the two nationalities. The purpose of the present study is to examine social workers' relationships, feelings, and perceptions in mixed-population cities while meeting with colleagues and clients from other nationalities in general, and in the light of the events of May 2021 in particular.

Methods: The study included in-depth interviews with 25 Jewish and Palestinian Arab social workers in welfare departments in six mixed-population cities in Israel. The interviews were conducted in Hebrew and Arabic. The analysis was encoded inductively, in accordance to the principles of content analysis.

Results: Three themes were found: 1. Positioned between action and reluctance - an ambivalence of social workers regarding their ability to express their personal and national identity in an authentic manner; 2. When external events deeply affect internal emotions - manifestations of tension and hostility between Jewish and Palestinian Arab social workers; 3. Organizational strategies to cope with the tensions in welfare departments.

Conclusions and Implications: The research findings allowed for a profound understanding of the complexity of the personal, national, and professional identities of Jewish and Palestinian Arab social workers in Israel, as well as their relationships with colleagues and clients of the opposite nationality. Raising awareness of these aspects will enable the development of useful tools for intervention programs and a direct and sensitive reference to these issues within the curricula of social work schools.

ECSWE-85769

Work, Education and Social Work in the context of Brazilian counter-reforms since 2016

Júlia Aparecida Costa Martins Flores - Universidade Federal do Rio Grande do Sul
Rosa Maria Castilhos Fernandes - Universidade Federal do Rio Grande do Sul

Abstract:

The counter-reforms are not recent in Brazil, dating back to the period after the 1988 Constitution of the Federative Republic of Brazil. However, the situation Brazil has been going through since 2016 deserves to be highlighted as a result of the measures adopted by the governments of Michel Temer (2016-2018) and Jair Messias Bolsonaro (2019-2022). These measures, counter-reforms, are characterized by the reduction of the State through the cut of public funds destined to the agenda of social public policies. Given this scenario, the Education policy was especially affected by the lock the transfer of funds that compromised the development and continuity of science in Brazil, even interfering with training in Social Work. In addition to education, the work of the social worker was particularly affected, as the drastic reduction in resources allocated to social public policies made it impossible to provide the necessary coverage to address the different expressions of the social issue. In this sense, this work aims to share the results of the research "Work, Education and Social Service: interfaces with the counter-reforms of the Brazilian State", whose objective is the analysis of how the apprehension of the work relationship takes place professional and education by social workers who graduated from Social Work Courses at the Federal Public Universities of Rio Grande do Sul in the face of the counter-reforms period in Brazil in the post-coup period (2016-2021). Among the main results already known, the constatation of the aggravation of the expressions of the social issue in the work of social workers and the permanent education as a resistance strategy stand out.

Keywords: Work; Education; Social Work; Counter-reforms.

ECSWE-88857

Moving the river: rethinking how professional regulation informs social work education

Aidan Worsley - UClan

Abstract:

Social Work across Europe experiences a wide continuum of relationships with central government and professional regulators with an array of political and power dynamics. Similarly, social work education relates to an array of regulatory requirements, from regulatory approval structures – to university led processes – from a 'hand's-off' approach to a closely controlled structure. Where formal regulation exists for programmes of education and professionally qualified practitioners, there appears to be a level of disconnect between the knowledge gained from the management of these processes – and qualifying and post qualifying education.

This paper considers the opportunity created for social work education with a more 'upstreaming' approach (McKinley). This concept challenges the notion of regulators focusing so closely on fitness to practice matters (i.e. when practitioners have 'fallen in the river') to pay more attention to preventing them from falling in to the river in the first place.

This paper argues strongly that social work education would benefit from a more innovative rela-

tionship with the data and understanding around what goes wrong in practice. For social work education the issue is: what can we learn from problems within practice to inform our curriculum, what mechanisms or 'formative spaces' (Fisher) can we develop or use to transmit these messages.

This paper draws on several recently published peer reviewed journals articles examining aspects of professional regulation through a variety of methodologies with UK and international emphases, most recently Worsley (2022) Moving the River: rethinking regulation in social work, British Journal of Social Work (in press)

Keywords: Profession, regulation, curriculum, innovation.

POSTERS

Diversity, Intersecting Inequalities and Pedagogy of Hope in SWE

ECSWE-17296

Reflecting On Children's Participation: Building A New Citizenship Through Social Work

Begoña Leyra Fatou - Complutense University Of Madrid (Spain)

Ana Isabel Dorado Barbé - Complutense University Of Madrid (Spain)

Ana Isabel Corchado Castillo - Complutense University Of Madrid (Spain)

Carmen Roncal Vargas - Complutense University Of Madrid (Spain)

Abstract:

- Background and purpose

Collective responsibility and respect for diversity must be aligned with children's rights and the international agenda established through the Convention on the Rights of the Child (CRC) and the SDGs of the 2030 Agenda.

In this poster we reflect on decision-making and child participation, considering Social Work as a catalyst of processes to promote the empowerment of children, their awareness as responsible citizens committed to their environment and protagonists of their own lives.

- Main points and theoretical approaches

Theoretical reflection on child participation places the professional perspective on the promotion of a new citizenship and human rights (Braches-Chyrek, 2021; Gaitán, 2018; Liebel, 2021). Such an approach must address two goals: 1) Identifying interventions as process objectives, therefore, transformative learning of the environment and its relationships; 2) Recognising how these processes conclude in outcome objectives located in a future active, responsible citizenship committed to the principles of social justice.

Professional actions must pivot on both objectives, focusing on the strengthening of bidirectional channels of trust between the adult and child-youth worlds, attending to the intersectional axes that cross them: age-generation, ethnicity, gender and diversity (Andersen and Hill Collins, 2019).

- Conclusions

The participation of children is a professional challenge located both in public sensitization and awareness-raising, and in professional participation in decision-making on administrative and legislative actions in this regard. Social Work must play a leading role in social, cultural and legislative transformations aimed at the defence of children's rights.

Keywords: Social Work, Children's Participation, Citizenship, Children's Rights.

ECSWE-18112

Seeking Fundamental Rights for All Bodies: A Call for Fat Liberation in Social Work Education

Molly Feldheim - Practical Magic Healing

Dr. Amy krings - Loyola University Chicago

Brianna Sorensen - Loyola University Chicago

Abstract:

Fat liberation is intentional work dedicated to dismantling the systems that actively harm fat pe-

ople by centering the voices and experiences of fat people. Fat people continue to be denied respectful and equitable access to healthcare, apparel, travel, and overall full participation in society (Gerend et al., 2021). The ways societies view and think about fatness contribute to the ongoing harm of fatphobia. Fat liberation encourages a critical deconstruction of social norms to shift the ways in which fat people are viewed and treated by society. As of 2020, in the United States not a single master's level social work program discussed fatness in a neutral or positive way. Instead, fatness is discussed using a deficit model of client-care by focusing on fat bodies as a problem or 'epidemic' (Wood et al., 2020). When social work students are not taught to practice from an intersectional, anti-oppressive lens, these future social workers will unknowingly do harm to their fat clients. The aim of this presentation is to advance conversations around fundamental rights, diversity, and intersecting inequalities in social work education by addressing anti-fat bias in social work education, highlighting the importance of fat liberation as part of an intersectional lens and how to teach this to student social workers and by examining the inevitable implications it has on social work practice. In conclusion, social work has a commitment to social justice and an ethical responsibility to challenge anti-fat bias, dismantle oppressive structures, and promote justice and well-being for all bodies.

Keywords: Fat-Liberation, Anti-Fat Bias, Internal-Bias.

ECSWE-27534

Perception of quality of life in people with physical disabilities

David González Casas - UCM
Esther Mercado García - UCM

Abstract:

Background and purpose: The main goal of all people is to have an optimal quality of life, to maintain stable positive relationships and to be able to develop their lives based on their own preferences and wishes. In the case of people with disabilities, this goal cannot be developed because they are a socially vulnerable group; they face actions that restrict their participation in society.

Methods This study aimed to assess the quality of life of users of the Salvador Association in Portugal. It is a quantitative correlational study. The GENCAT quality of life scale was adapted so that the study population itself was responsible for assessing the areas and dimensions related to their biopsychosocial well-being. The participants were 160 people with physical disabilities.

Findings: Results obtained by non-parametric tests showed statistically significant differences in all areas of quality of life (except Material Well-being and Rights), with higher scores for people living in an urban environment. In relation to the percentage of disability, statistically significant differences were only observed in the area of Social Inclusion. Regarding gender, the results indicated statistically significant differences in the areas of material well-being, self-determination and social inclusion, with higher scores for women than for men.

Conclusions and implications: The results of this work show that people with disabilities continue to face barriers to achieving a full life in society. Social Work must provide the necessary support to enable people with disabilities to enjoy socio-personal development.

Keywords: Quality of life, disabilities, social work.

ECSWE-60044

Does Future Orientation Matter to Adolescent School Dropouts in South Korea? Its Influence on Delinquency and the Moderated Mediating Effect of Out-of-school Duration through Depression

RaeHyuck Lee - Soonchunhyang University

Abstract:

Background and purpose:

Along with gradually increasing the number of adolescent school dropouts in South Korea, research on examining factors related to their delinquency has been consistently requested. In particular, future orientation is recently getting attention as a protective factor against delinquency among school dropouts, because encouraging hope can be a way to ensure healthy development for such a vulnerable population group. Thus, this study aims to verify the influence of future orientation on delinquency among adolescent school dropouts, with a particular attention to investigating the moderated mediating effect of out-of-school duration through depression.

Methods:

Using a sample of 733 adolescents who were not in school at the point of survey from the 1st wave's raw data of the Panel Survey of School Dropouts, this study conducted analyses with the Process macro method's Models 4 and 7.

Findings:

First, adolescent school dropouts' future orientation negatively and significantly influenced delinquency. Second, school dropouts' depression fully mediated the influence of future orientation on delinquency. That is, the level of future orientation decreased the level of depression, which in turn decreased the level of delinquency. Third, the mediating effect of future orientation on delinquency through depression was moderated by out-of-school duration. Specifically, when out-of-school duration became longer, the protecting effect of future orientation on delinquency through depression became larger.

Conclusions and implications:

Based on the findings, this study discusses how to deal with school dropouts' delinquency through a social work education program where knowledge and practice skills regarding thinking hopefully to the future.

Keywords: School dropouts, Future orientation, Delinquency, Out-of-school duration.

ECSWE-72839

Teaching Suicide Intervention Skills to Social Work Students: Identity-Based Considerations

Miriam Landsman - University of Iowa

Carol Coohey - University of Iowa

Kellee McCrory - University of Iowa

Abstract:

Background: Most social workers report encountering clients contemplating suicide but receive inadequate educational preparation in the U.S. (Kourgiantakis et al., 2019). Applied Suicide In-

tervention Skills Training (ASIST) exemplifies a pedagogy of hope. It teaches skills, such as reflecting back to service users their reasons for living and linking reasons to safety planning. Research shows training can improve suicide intervention skills, but there is little research on whether intersecting identities, education, and experience affect skill development. We test whether there are identity-based differences in developing essential suicide-specific skills.

Methods: Social work students/trainees completed the Suicide Counseling Skills Inventory (SCSI) before and after the ASIST course. The SCSI measures six suicide-specific counseling skills using client vignettes (Coohey et al., 2021). GLM and regression tested the relationship between intersecting identities and improved skills from pre to posttraining and calculated effect sizes.

Findings: All participants improved their suicide-specific intervention skills; however, those identifying as more religious improved more than those identifying as less religious, controlling for several variables. Trainees with graduate education and who identified as more spiritual benefitted less because their pretraining scores were higher. Women had better pretraining scores than men; however, there was no gender difference in skills posttraining. Race, age, and experience were unrelated to skill development. No interaction terms were significant.

Conclusion: Suicide is a social problem of growing international concern. Study results support integrating suicide-specific skill development into social work educational curricula so students can help service users find hope and stay safer.

Keywords: Suicide, Skill Development, Identities, Diversity.

ECSWE-79064

How social work gets part of me: Self-relevant concepts and hopeful pathways to explore vocational identity in social work education from the students´point of view

Aristi Born - Evangelische Hochschule Berlin

Abstract:

ocial work Education qualifies for a diverse profession with manifold options. But how do students find out that becoming a social worker is a well-integrated part of their identity? Which self-relevant concepts do they regard as meaningful for their vocational identity? How can social work education supports students to explore their identity autonomously and make commitments?

The perspective of students is central in this study. Students studying social work in different semesters answered a questionnaire with open as well as scaling questions. Their answers are mainly discussed in the scope of two psychological theories. On the one hand, the theory of identity by Luyckx, Soenens, Vansteenkiste, Goossens & Berzonsky (2007) describes identity exploration and commitment as complex processes. Their theory is an elaboration of James Marcia's (1996) identity status theory that represents a neo-Eriksonian approach to personal identity research. On the other hand, self determination theory (SDT) by Ryan & Deci (2017) takes an interactive view on the „me"-self. In this tradition the focus is on people´s perceptions about themselves and the factors that shape it. SDT proposes that people develop their identities trying to satisfy their needs for relatedness, competence and autonomy. Need satisfaction while forming one´s identities has a strong impact on their content and the way it is internalized. Furthermore, it strengthens authenticity, diversity and well-being.

The aim of this study is to derive hopeful ideas about how social work education can support autonomous ways to explore and integrate vocational self-concepts from the students´point of view.

Keywords: vocational identity, self-determination, need satisfaction, exploration.

ECSWE-83589

Bringing human rights home?! Social workers as gatekeepers to municipal support

Dorien - Utrecht University of Applied Sciences

Abstract:

Following a series of decentralizations and austerity measures the role of Social Work in the Netherlands drastically changed. Under the mandate of the local government social workers assess and decide upon the needs of applicants for personalized services based on the 2015 Social Support Act. Counseling and gatekeeping go hand-in-hand for professionals in newly set up district teams. These professionals are not necessarily trained wearing these two hats, nor are they trained in a human rights perspective. How they relate to human rights, how access to justice is influenced and what the implications are for Social Work education is unknown. Therefore, this research identifies factors that influence access to justice by analyzing three levels: system, organizational and actor level. It takes a legal-anthropological approach and uses mixed-methods combining desk-research and 15 multidisciplinary expert interviews with disability experts, academics, policy makers and legal experts. Content analysis shows that access to justice is influenced among others by the following factors: deficits, awareness gap of fundamental rights, ableism and legal uncertainty. The findings suggest that new challenges arise to social workers to safeguard human rights as cornerstone of their profession in the face of balancing their clients' needs against the resources available to local authorities. This implicates higher levels of legal literacy is needed in education, reaching further than knowledge of the law. Emphasis on attitudes must be considered to the development of 'mature legal literacy' and firmly embedded in a strong sense of justice located where human rights begin: 'close to home'.

Keywords: localizing access to justice.

ECSWE-89929

Peers and social workers: an integrated case management model for vulnerable populations

Joana Rocha - GAT - Grupo de Ativistas em Tratamentos

Margarida Tusto - GAT - Grupo de Ativistas em Tratamentos

Cristina Lhorca - GAT - Grupo de Ativistas em Tratamentos

Joana Assunção - GAT - Grupo de Ativistas em Tratamentos

Abstract:

The GAT's Peer-to-Peer service is set up and managed by peers and social workers, with the aim of ensuring access, adherence and retention in healthcare for populations living with HIV, viral hepatitis, sexually transmitted infections and/or tuberculosis.

Peers are people living with HIV who are part of the most affected communities, such as people who use drugs, men who have sex with men, transgender people, migrants and people experi-

encing homelessness. Like social workers, they are full-time paid staff.

The main purpose of the presentation is to describe an integrated Case Management Model, and its pertinence to guarantee the right to health of vulnerable populations, reducing existing inequalities, and promoting their empowerment and autonomy.

The integrated Case Management Model implies a close collaboration between peers and social workers, both contributing to addressing social and health issues together with the client.

In this way, we intend to present three practical cases that will allow us to visualise the application and impact of this model on the social and health situation of the client.

This presentation attempts to respond to the challenges posed by the topic of "Diversity, Intersecting Inequalities and Pedagogy of Hope in Social Work Education" by recognising the intersectional factors that affect vulnerable populations and proposing an integrated and participatory model of intervention.

In short, the proposed model becomes more effective with the joint action of peers, social workers and clients, as it presents significant social and health gains, reduces inequalities in the access to health services, and empowers clients.

Keywords: Peer work, social work, case management, vulnerable populations.

Environmental Justice in SWE: Indigenous-, Eco-Social-, Environmental-, Green-, Post-Anthropocentric

ECSWE-10535

Roles and Obligations of Local Government in Dealing with the Polluted Environment in Slovakia

doc. PhDr. Oľga Bočáková, PhD. - Faculty of Social Sciences, University of Ss. Cyril and Methodius in Trnava, Slovakia

Mgr. Michaela Vaceková - Faculty of Social Sciences, University of Ss. Cyril and Methodius in Trnava, Slovakia

prof. PhDr. Jana Levická, PhD. - Faculty of Social Sciences, University of Ss. Cyril and Methodius in Trnava, Slovakia

Abstract:

In the last two decades, the debate about the state of the environment has intensified in Slovakia. The state of the environment in Slovakia cannot be described as good or high quality. From a scientific point of view, these questions are mainly dealt with by experts from the field of natural sciences. From a civic point of view, the issue is dealt with by activists who are associated in various non-profit organizations. From a legislative point of view, it is municipalities and cities that are responsible for solving the problems of the polluted environment. As a part of the research project Environmental justice in the context of social work, we used qualitative research design to find out how municipalities and cities fulfill this obligation and which procedures and strategies they consider to be effective. The research group consisted of mayors of municipalities with a high level of environmental pollution in a total number of 11, while 9 were men and 2 were women. Individual interviews lasted between 50 and 90 minutes. The interviews were transcribed and analyzed using grounded theory. We consider the most significant results from our research to be the finding that the biggest obstacles to solving environmental burdens include distortion of measured data, inadequate legislation and insufficient cooperation between local government and state administration. Our participants identified media coverage of the problem as the most effective strategy.

Keywords: Social work. Environmental burdens. Local government. Qualitative research design.

ECSWE-22575

Ubuntu and Social Work: Advancing A Global Lens and Language in Healthcare

Jean Balestrery - Scholar-Practitioner; Spirit of Eagles Hampton Faculty Fellow

Abstract:

The current theme for the 2020 – 2030 Global Agenda for Social Work and Social Development is Ubuntu. Ubuntu advances a heart-forward global humanity and is a philosophy that contributes to a global social work lens. This poster centers language in healthcare as a site for embedding Ubuntu, which is viewed as a gift for social work practice throughout the world. Notably, in the field of healthcare, language is culturally circumscribed. For example, from diagnosis to disease, the language of Euro-American, or Western, healthcare exists within context of a distinct cultural paradigm, namely biomedicine. A framework for a global social work glossary is presen-

ted here to advance a global social work perspective. This global perspective advances humanistic care in social work practice everywhere.

Ubuntu strengthens social work values and practice by emphasizing a co-equal view of local community and indigenous knowledge alongside professional and institutional knowledge. This poster presents a global social work glossary that draws upon social work values and then Ubuntu philosophy to advance a global social work lens and language. A series of case examples list Euro-American, or Western, healthcare terms or phrases followed by social work values and the lens of Ubuntu to generate new meaning – new meaning based on humanistic care. Each case example is situated within narrative context that guides the process of transforming language. This glossary is a beginning. It is not meant to be exhaustive nor conclusive. Rather, the intention is to illuminate the power of language and its embeddedness in cultural paradigms.

Keywords: Ubuntu; global social work; social work practice; global healthcare; indigenous.

ECSWE-28058

eco3 project – Sustainability Management and Green Controlling in the Social Economy

Marianne Skopal - FH Campus Wien

Ursula Müllner - FH Campus Wien

Abstract:

Climate change is forcing us to rethink both our personal behavior and our economic system, which is causing a dramatic environmental and social damage. Even if the Social Economy is not responsible for the largest CO2 footprint or the highest amount of waste, this social services sector also needs to address its impact on the planet and people. Social enterprises need employees and managers with specific skills in sustainability. They need to implement sustainability goals, define appropriate actions, and design a green management control system, all while taking into account the parameters, limits, and specific approaches of the Social Economy. To provide students with those necessary skills, the eco3 project was initiated.

The eco3 project is an international research project dealing with sustainability management and green controlling in the Social Economy. In the project, future-oriented courses with teaching and learning materials (e.g. simulation games, teaching tool for green controlling, guidelines for teachers, scripts, power point slides, videos) are developed. A major focus is also on a flipped classroom concept, as it will continue to be important to give students the opportunity to prepare some of the materials at home due to the increased online teaching resulting from the pandemic.

To implement the project, four universities and two companies from Austria, the Czech Republic, Germany and Romania have joined forces to work together on the development of the courses in this Erasmus+ funded project. More information on the website: www.eco3project.org

Keywords: sustainability management, green controlling, Social Economy, learning and teaching materials.

Environment as a Human Right

prof. PhDr. Jana Levická, PhD. - Faculty of Social Sciences, University of Ss. Cyril and Methodius in Trnava, Slovakia

doc. PhDr. Oľga Bočáková, PhD. - Faculty of Social Sciences, University of Ss. Cyril and Methodius in Trnava, Slovakia

Mgr. Michaela Vaceková - Faculty of Social Sciences, University of Ss. Cyril and Methodius in Trnava, Slovakia

Abstract:

The Convention for the Protection of Human Rights and Fundamental Freedoms is one of the most famous documents. Similarly, as in other countries, in Slovakia, elementary school pupils are already familiar with this document. As a part of undergraduate education, students of study programmes in the field of social work learn to apply this document in practice so that their actions are also in accordance with the professional code of ethics. Issues related to the quality of the environment in the context of human rights are rarely given attention in the undergraduate education of social workers in Slovakia. This fact causes social workers not to perceive the issue of environmental quality as a part of the social work agenda within the social work with the excluded community. The article presents the results of our research, the aim of which was to identify the causes of the environmental degradation in some excluded communities and to outline possible solutions for the future. As a part of the research, which was carried out in a qualitative research design, we used observation and semi-structured interview as the main methods for obtaining data. Grounded theory was used to analyze the data. The research group consisted of 29 participants, of which 12 were social workers and 17 were residents of excluded communities. The results of the research revealed the disconnection of solving problems arising from the environment of people living in excluded communities with human rights, specifically with the right to a healthy environment.

Keywords: Social work. Excluded communities. The right to a healthy environment. Qualitative research design.

Fundamental Rights, Caring and Peace-Building Practices in SWE

ECSWE-15557

Challenges of child participation in child welfare system

Esther Mercado - Universidad Complutense de Madrid

Paul McCafferty - Queen´s University of Belfast

Abstract:

Background and purpose: Children´s participation in child welfare is major challenge for the professional of social work. Despite the international imperatives and their recognition as social actors, it continues a complex area for the practitioners and researchers.   This study aims to examine academic articles related to children´s participation in child welfare.

Methods: A systematic review was conducted using a recognised methodology to identify reviews of children's participation in child welfare. A total of 14 databases were searched. To be included in the systematic review, articles needed to have an identifiable research design, be related to children's participation in child welfare, be written in English and be written after 1989. Of the 741 studies retrieved 14 were selected for inclusion.

Findings: To date, there have not been any systematic reviews of systematic reviews of children's participation in child welfare. The results indicate that children´s participation in decision making is limited and their participation is subjective. Ambiguity of the concept of participation. In the practice, professional attitudes, and organisational culture influence processes

Conclusions and implications: There are different conceptualisations related to children´s participation. It is necessary to develop instruments or tools that can measure the effectiveness of the children´s participation in social processes. Searching for the subject in database is complex due to the concept of participation.

Keywords: child participation, welfare, social work.

ECSWE-32652

Quality Domains for Protective Intervention Practices in CPCJ and their Self-Assessment with the IAQPI - CPCJ_Rest

Ana Carina da Silva Ruxa - ISCTE - Instituto Universitário de Lisboa / CIES-Iscte / FCT

Jorge Ferreira - ISCTE - Instituto Universitário de Lisboa / CIES-Iscte

Margarida Eiras - ESTeSL

Abstract:

Ensuring quality in child protection intervention practices has become an imperative under the constant public scrutiny and the thirsty search for culprits in an aversive culture (Masson & Parton, 2020; A. Moniz, 2019) and little tolerant of error.

The mission of the CPCJ involves ensuring the safety and well-being of children, requiring "minimum performance standards to be met (...)" (CNPCJR et al., 2011, pp. 79-80). "The public expects, rightly expect high standards [of quality] from child protection professionals in their protective practices" (Munro, 2009, p. 1). But how to measure it?

Based on this, we first seek to identify the domains and key dimensions of professional practices that can add quality to intervention processes in the restricted modality of CPCJ (1st exploratory

round of the Delphi Panel), starting from there to validate the indicators (2nd and 3rd rounds, consultative) and, subsequently, for the elaboration and application (pilot) of the instrument for self-assessment of the quality of practices.

The wide range of areas and dimensions of protective practices identified illustrates that focusing criticism, when something goes wrong, solely on the professional practices of commissioners may be reductive and not fair.

The self-assessment of the intervening practices in the CPCJ is a relevant step towards strengthening the robustness of the systems of continuous improvement and learning, to be crossed with the results of the inspections and eventual internal and external audits, guiding Plans of Action to be developed and implemented, in addition to the relevance of the advanced indicators, functioning as standards/guidelines of good practices for the professionals.

Keywords: Quality Domains; Intervention in CPCJ; Self-Assessment of Practices.

ECSWE-33211

The Impact of War on Ukrainian University "Help" Profession Students and University Staff

Alexander Reznik - Ben Gurion University of the Negev, Israel

Richard Isralowits - Ben Gurion University of the Negev, Israel

Valentyna Pavlenko - V.N. Karazin Kharkiv National University, Ukraine

Anton Kurapov - Taras Shevchenko National University of Kyiv, Ukraine

Alexander Drozdov - T.H.Shevchenko National University "Chernihiv Colehium", Ukraine

Nataliia Korchakova - Rivne State University of Humanities, Ukraine

Abstract:

Background: Ukrainian universities, in cooperation with the internationally recognized RADAR Center (Dept. of Social Work affiliated) of Ben Gurion University of the Negev, are researching the impact of war on the country's civilian population. Our research focuses on university "help" profession female students and faculty members. Women are the majority in the "help" professions and war conditions limit access to possible male respondents.

Methods: A snowball, non-probability sampling technique, was used for an on-line survey conducted at 4 universities in May 2022. Reliable survey instruments gauged war fear, resilience, burnout, and loneliness. Additional data were collected on substance use and eating behavior. Personal attributes of age, religiosity, and faculty member/student status were hypothesized to be associated with wellbeing.

Results: Survey respondents included 623 university students (72.5%) and faculty members (27.5%) - 72.7% religious and 51.1% unmarried. Results show students and unmarried respondents have more loneliness found associated with higher levels of war fear, burnout, and less resilience. Younger respondents reported more burnout and less resilience. Among all respondents, 98.8% reported psycho-emotional well-being deterioration, 18.4% increased tobacco and alcohol use, 62.0% reported food intake problems, and 32.6% indicated weight gain.

Conclusion: Further research, over time and across locations, is needed to gauge the war impact on social work and other "help" personnel addressing the needs of Ukrainian civilians. "Help" personnel personal needs and ability to help clients in disaster conditions need to be addressed, and curriculum developed for education purposes. Our poster presentation provides usable information for this aim.

ECSWE-37074

PERCEPTION OF STUDENTS AT THE COMPLUTENSE UNIVERSITY OF MADRID ON THE MANAGEMENT OF CONFLICTS IN UNIVERSITY LIFE

Ana Dorado Barbé - Universidad Complutense de Madrid

David González Casas - Universidad Complutense de Madrid

Jesus Manuel Pérez Viejo - Universidad Nacional de Educación a Distancia

Linda Vanina Ducca Cisneros - Universidad Complutense de Madrid

Jose Luis Gálvez Nieto - Universidad de La Frontera

Abstract:

Background and purpose:

Universities should be spaces for raising awareness and training in the values of a culture of peace (Ortega, 2018). We present the results of a research project promoted by the Faculty of Social Work at the Complutense University of Madrid whose objective was to find out the students' perception of the management of conflicts generated in the university environment.

Methods:

A mixed approach study, descriptive and correlational in scope and cross-sectional design was carried out. The data collection instruments were focus groups and an ad hoc online questionnaire, which included the Academic Satisfaction Scale, the Spanish adaptation of the Coping Strategies Inventory (Cano et al, 2007), as well as the different variables under study in relation to the management of conflicts. The sample size was 2,835 students enrolled in academic year 2021-2022.

Findings:

The most frequent conflict coping style is avoidance, academic satisfaction associated with socio-academic variables, and coping styles and training in mediation become determinant variables. The majority of students are unaware of resources for managing their conflicts at UCM and, if they are aware of them and have used them, almost half of them consider that the response was not at all or not very adequate.

Conclusions

Social Work must have an impact on the implementation of university educational policies aimed at developing a culture of peace that provides the keys to advancing towards a citizenship committed to the values of social justice.

Keywords: Culture of peace, social work, conflicts, Universidad Complutense de Madrid.

ECSWE-50431

Intervention Processes in CPCJ - Families' Views and Feelings

Ana Carina da Silva Ruxa - Iscte - Instituto Universitário de Lisboa / CIES-Iscte / FCT

Jorge Ferreira - Iscte - Instituto Universitário de Lisboa / CIES-Iscte

Margarida Eiras - ESTeSL

Abstract:

Child protection is a relatively new area in international and national development, despite the

progress that has been seen in recent decades, in the Western context, with the development of public policies of well-being and protection, based on the Convention on the Rights of the Child, maintaining the need for continuous struggle for the realization of rights and for the quality of services or partnerships that facilitate it.

As far as the CPCJ are concerned, the formal assessment that has been carried out, predominantly statistical through annual reports, besides not covering the view of the direct beneficiaries (children and families) on the interventions, it still falls short in the assessment of the practical results of the impact among the monitored populations, with little mirroring of the richness and quality of the intervention carried out, which we have tried to do in part of this research, by giving a direct voice to those who directly benefited/contacted with the CPCJ.

The data to be presented in this poster are extracted from a broader investigation entitled "Child Protection System and Quality Indicators in the CPCJ", of pragmatist philosophy, deductive-inductive research logic and, in this part, predominantly qualitative, using the narrative/episodic interview, carried out with 10 families, residing in various regions of mainland Portugal. Prior criteria were defined for their random selection.

Despite "what is said about the CPCJ", the interviewed families continue to recognize validity and usefulness in assuming the mandated role of professionals, in fulfilling the purposes assigned to them, in the sense of Lipsky (2019).

Keywords: Child Protection; Intervention in the CPCJ; Impact on Families.

ECSWE-60366

Lessons learned by practitioners and policymakers on the factors that promote the resilience of families that have adopted hard-to-place children

Anca Bejenaru - Universitatea Lucian Blaga din Sibiu

Mihai Iovu - Universitatea Babes-Bolyai Cluj-Napoca; Universitatea Lucian Blaga din Sibiu

Sergiu Raiu - Universitatea Stefan cel Mare din Suceava, Universitatea Lucian Blaga din Sibiu

Ionela Vlase - Universitatea Lucian Blaga din Sibiu

Abstract:

Starting with 2016, Romania adopted a policy to encourage hard-to-place (HtP) children adoption, generally meaning older children, children with physical health problems or disabilities, groups of siblings to be adopted together, and children with a trauma history. From 2016 until now, the number of parents adopting HtP children has increased annually. In this context, the purpose of our paper is to explore the lessons learned by practitioners and policymakers on the main challenges and the facilitators faced by families who have adopted HtP children, the capacity of current public and private services to prevent the risks that families who have adopted HtP children may face and how they perceive the development of these services to better meet their needs. The research method used was the semi-structured interview. 28 practitioners and policymakers from the county and national public institutions, but also from NGOs, were interviewed. The results of our study demonstrate the increased need for adoptive families to benefit from specialized services to deal with challenges related mainly to the health and psychological state of the children. In 2021, a package of financial benefits was regulated to support families. Specialized services still remain underdeveloped. The specialists formulated a series of proposals for their development which will be presented in the paper.

Keywords: hard-to-place adoption, specialized services, benefits, resilience.

ECSWE-60443

Yes to Life, In Spite of Everything – Viktor E. Frankl and The Mental Health Service in the Terezin Ghetto

Olga Klepackova - Department of Social Work, College of Polytechnics Jihlava, Czech Republic

Abstract:

This research uncovers one very little-known yet remarkable chapter of social work history and brings to light a good practice example from likely the least expected place. Terezín ghetto served as a transit camp and model ghetto for Czech and thousands of German, Austrian, Slovak, Polish, Danish, and Dutch Jews from 1941 to 1945. As is well documented in historical sources, Terezín´s specific role and operation distinguished this place from all other Jewish European ghettos. These factors allowed a unique social care system, as well as education and health care system or cultural life. In September 1942, one of the newcomers was dr. Viktor E. Frankl, today commonly known as an Austrian psychiatrist and neurologist, founder of logotherapy, and Nazi-concentration camps survivor. We conducted historical research using content analysis to map this gap in social work history, with emphasis on axiological implementation into contemporary social work education. The research findings proved that mental health care, and specifically crisis intervention, were in the Terezin ghetto on a remarkably high level, largely thanks to the effort of dr. Frankl and his team of fellow prisoners. Despite unimaginably tragic circumstances, what they achieved in the ghetto was astounding, with a lasting legacy. As we face current ongoing Europe and world crises when fundamental human rights are violated and many traumatized individuals are left behind, the experience of Terezin´s prisoners offers us hope and many valuable lessons well applicable for today and a better future.

Keywords: Holocaust, social work, mental health, Viktor E. Frankl.

ECSWE-64339

Social worker perspective on working conditions, social attitudes towards the profession and recommendations for its advancement

Marina Milić Babić - University of Zagreb - Faculty of Law Social Work Study Centre
Nino Žganec - University of Zagreb - Faculty of Law Social Work Study Centre
Gordana Berc - University of Zagreb - Faculty of Law Social Work Study Centre

Abstract:

Social work represents an applied profession and academic discipline that promotes social change and development, social cohesion, empowerment and emancipation of individuals. This paper aimed to gain an insight into the perspective of social workers on working conditions and social attitudes towards the profession, with recommendations from professionals for advancing its current position. The thematic analysis was applied within a qualitative research framework. Research results indicated negative perceptions on working conditions among research participants – social workers in Croatia – pinpointing issues, such as financial insecurity, understaffing, inadequate office space, shortage of business vehicles for field visits, an excessive scope of work and administrative burden, disrespect for social workers' dignity, and difficulties in establishing cooperation with service users. Social workers' recommendations for addressing these issues

concerned: improving working conditions (amendments to the legal framework, employment of professional staff and professional training), improving workplace security (reinforcing the public official status and increasing security staff), and promoting the social work profession, involving enhanced media relations, consistent communication and raising public awareness through best practices from the organisations and institutions in the system.

Keywords: social work, working conditions, perspectives, society.

ECSWE-89116

Legal consciousness of persons who escape from Ukraine due to the war situation on the territory of the Czech Republic

Kristýna Hellerová - University of South Bohemia in České Budějovice, Faculty of Health and Social Sciences, J. Boreckého 27, 370 11 České Budějovice, Czech Republic

Abstract:

Due to the current situation in Ukraine, the citizens of this country are denied their basic rights. They are also basic rights that are difficult to find in other countries. One of the go-to countries for Ukrainians to escape from the war is the Czech Republic. Specifically, there are 458,483 Ukrainians (November 8, 2022, Operational Data Portal) who are registered in the Czech Republic for temporary protection or similar national protection programs in Europe. It is important that they are aware of their rights especially when moving to another country, because if they are not aware of these rights it is difficult for them to claim them.

Therefore, the main points are the conditions under which the Czech Republic accepts refugees from Ukraine to its territory, how the system subsequently cooperates with them and whether these people are aware of their own rights.

This post is focused on refugees from Ukraine and their legal consciousness, which is closely related to the topic of Fundamental Rights, Caring and Peace-Building Practices in SWE. The information was obtained thanks to the project "Selected aspects of the integration of foreigners living in the Czech Republic and their relationship to social work" (reg. no. 101/2022/S) financed from the budget of the Grant agency of the University of South Bohemia in České Budějovice. It can be beneficial for future development not only at the national but also at the international level.

Keywords: Legal consciousness, Ukraine, war situation.

Innovative, Creative and Art-based Approaches in SWE

ECSWE-22914

The legacy of the pioneers and precursors of Social Work: collective construction of an interactive virtual space

Paula Frieiro - Universidade de Santiago de Compostela

Lorena Añón-Loureiro - Universidade de Santiago de Compostela

Sabela Pérez-Martín - Municipality of Pantón

Abstract:

It is important to recognize the contributions of the pioneers and precursors of Social Work, women who facilitated the development and evolution of the discipline through innovative approaches and the promotion of personal, group, and community policies and practices. Recognizing and learning about the pioneers can inspire and motivate students to continue working towards social change. The aim of this poster is to present the collective creation of content about Octavia Hill, Henrietta and Samuel Barnett, Jane Addams, Mary E. Richmond, Alice Salomon, Gordon Hamilton, and Montserrat Colomer. An online collaborative platform, Padlet, was used to share infographics, videos, websites, and other resources such as electronic magazines. The platform also served as an interactive space for debate, questions, answers, and feedback. Sharing the material on this platform allowed for flexibility and accessibility at any time and place. It also enabled students to access learning materials and participate in activities and debates at their own pace. The collective construction of knowledge on the subject of Social Work History was seen as positive in terms of creating a safe space for sharing knowledge, generating diverse perspectives, mutual learning, collaboration, and participation. Such practices are important due to the collaborative nature of the profession and the need to understand the present by understanding the history and legacy of the pioneers of Social Work.

Keywords: Pioners and precursors; History of social work; Virtual space.

ECSWE-66503

Recovery Management Among Addiction Professionals with Lived Experience of Addiction: Implications for Social Work Education and Practice

Gabriela Novotna - University of Regina

Abstract:

The importance of persons with lived experience [PWLE] of addiction and recovery as professionals in addiction treatment in Western countries cannot be overstated. The grassroots development of the addiction treatment field has been connected to abstinence-based mutual help groups and peer counsellors in medically assisted recovery. However, little is known about how PWLEs navigate the requirements for fulfilling their professional roles while navigating personally experienced addiction and recovery.

Constructivist Grounded Theory was used to inform data collection and analysis. Twenty-two in-depth, semi-structured interviews were conducted with PWLE who held professional job positions in addiction treatment services in Western Canada.

Data analysis yielded information about the participants experiencing setbacks in their recovery management and facing stigma in the very institutions that address substance use issues. Despi-

te the proliferation of the harm reduction paradigm, abstinence-based recovery management appears to be more valued than considering recovery a continuum of improved health and wellbeing.

Findings contribute to the research on peer-related issues in treatment services and support and provide information for updating postsecondary social work teaching and training curricula related to addiction counsellors and other allied professionals. Given the increasing trend of integrating persons with lived experience into traditional treatments and supports for other health issues, the study findings' applicability across multiple fields is warranted.

White, J. M., Montgomery, M. J., Wampler, R. S., & Fischer, J. L. (2003). Recovery from alcohol or drug abuse: The relationship between identity styles and recovery behaviors. Identity: An International Journal of Theory and Research, 3(4), 325-345.

Keywords: addiction, recovery, stigma, lived experience.

ECSWE-66678

Social workers as advice seeking persons? Individual self-awareness as a mandatory part of the Master's programme "Counselling in Social Work"

Dietrun Lübeck - Protestant university of applied sciences

Anne Grohn - Protestant university of applied sciences

Abstract:

Individual self-awareness through a supervisor-accompanied change of perspective rarely plays a role in academic education of Social Work. In the following, the concept of a three-semester module in the part-time study program "Counselling in Social Work" (M.A.) is presented and discussed. In the module "Self-awareness as an advice seeking person" in the study column "Identity and acting professionally" from students is expected to pick out a personal concern that they would like to work on and to seek professional support and counselling. The objectives are to proactively pursuit self-care and to reflect the own professional attitude by changing the perspective and gaining wider, diverse views.

The implementation of the accompanying support takes place via frequent peer groups as well as supervisory impulses from the module lecturer. The poster describes the module, variants of implementation and feedback from the students as well as considerations to what extent this innovative format can sustainably promote diversity orientation and further development of one's individual counsellor identity?

Keywords: self-awareness counsellor identity.

Lessons from the Pandemic in SWE

ECSWE-18265

Trends in adoption of hard-to-place children in Romania, 2016-2021. What does the data tell us about the impact of Covid-19

Mihai-Bogdan Iovu - Babeș-Bolyai University Cluj-Napoca, Lucian Blaga University Sibiu

Anca Mioara Bejenaru - Lucian Blaga University Sibiu

Sergiu Lucian Raiu - Ștefan cel Mare University Suceava, Lucian Blaga University Sibiu

Ionela Vlase - Lucian Blaga University Sibiu

Abstract:

The COVID-19 has affected different aspects of social work practice. This proposal looks at the official data provided by the National Authority and tries to uncover the recent adoption trends. The total number of adoptions that were finalized each year remained relatively flat during 2017 through 2019. However, 2019's 1,512 adoptions represented a 4.6 percent increase over 2018's 1,445. The 2020's adoptions of 1,284 represents a decrease of 15 percent compared to 2019's adoptions. The number of total adoptions reached 1913 in the last year, representing nearly one quarter of all the finalized adoptions recorded during 2016-2021.

In the same time, the number of children with "harder to place" characteristics who are waiting for adoption continued to grow. Thus in 2021 their total number counted for 30 percent of all the children recorded in the public profile during 2016-2021. However, when we closely look at finalized adoption for HtP children we notice that the number remained relatively low, counting for an average of 12.7 percent of all finalized adoptions, and only 6.6 percent of all HtP children from the waiting list. Since 2020, adoptions for HtP children have decreased, the 2021's 260 finalized adoptions representing only 5.23 percent of the prospective adoptive children (a 5.5 decrease compared to 2020).

Using the term "hard-to-place" might be inappropriate as it puts the focus on children, when in fact it reflects an inability of the system to provide the adequate services, resulting in longer waiting time until the adoption is finalized.

Keywords: adoption, hard to place children, trends.

ECSWE-36399

Progress and setbacks in preventing gender-based violence among young people

Vicenta Rodríguez Martín - UCLM

Esther Mercado García - UCM

Pedro de la Paz Elez - UCLM

Abstract:

Background and purpose: Gender-based violence, as the ultimate expression of gender inequalities, is an area that needs to be explored and understood. Currently, violence against women in intimate partner relationships must be analysed as a multi-causal phenomenon, where sexist and tolerant beliefs and attitudes play an important role.

The aim of this study is to analyse the sexist attitudes of young people between 13 and 25 years of age in Castilla-La Mancha who are studying at the Bachillerato level.

Methods   It is a non-probabilistic quantitative study. The final sample consisted of 797 partici-pants. The instrument was a self-developed questionnaire, based on previous studies. It consists of 22 Likert scale questions. Statistical analysis was carried out with IMB's SPSS Statistic 19.0 software.

Findings: The results of the study show how the family environment and socialisation model perpetuate traditional public/private division models, as well as erroneous beliefs in relation to sexist role beliefs and qualities.

Conclusions and implications: This work highlights the urgent need to implement preventive educational actions at an early age and to investigate the beliefs of the parents themselves that serve as learning models.

Keywords: gender violence, social work, attitudes.

ECSWE-36458

COVID-19-induced Economic Deterioration and Smartphone Overdependence among Adolescents in Single-parent Families in South Korea

RaeHyuck Lee - Soonchunhyang University

Abstract:

Background and purpose:

Under COVID-19 pandemic, concern about smartphone overdependence among adolescents in single-parent families is increasing in South Korea. In this sense, this study examines the influence of COVID-19-induced economic deterioration on smartphone overdependence among adolescents in single-parent families, with particular attention to investigating the moderated mediating effect of gender through anxiety.

Methods:

This study used a nationally representative sample of 5,851 adolescents in single-parent families from the 16th Korea Youth Risk Behavior Web-based conducted in 2020. This study analyzed the mediating effect with the PROCESS macro Model 4 and the moderated mediating effect through the PROCESS macro Model 14.

Findings:

First, COVID-19-induced family economic deterioration positively significantly influenced smartphone overdependence among adolescents in single-parent families. This means that experiencing family economic deterioration increased the level of smartphone overdependence. Second, anxiety among adolescents in single-parent families fully mediated the influence of COVID-19-induced economic deterioration on smartphone overdependence. It suggests that experiencing family economic deterioration increased the level of anxiety and, in turn, increased the level of smartphone overdependence. Third, the mediating influence of COVID-19-induced family economic deterioration on smartphone overdependence through anxiety was moderated by adolescents' gender. That is, the mediating effect was more pronounced for male adolescents than for female adolescents.

Conclusions and implications:

Based on the analyzed results, this study discusses diverse ways to address smartphone overdependence among adolescents in single-parent families in the midst of disaster like COVID-19.

ECSWE-85518

Impact of social and personal factors on psychological distress in the Spanish population in the crisis Covid-19

Jesús Manuel Pérez Viejo - Universidad Nacional de Educación a Distancia

Ana Dorado - Universidad Complutense de Madrid.

Juan Brea Iglesias - Universidad Complutense de Madrid.

Abstract:

Background and purpose:

Covid-19 has generated an unprecedented crisis in recent years, generating consequences that have aggravated previous health and social inequalities (Dorn et al., 2020). In this sense, this study analyses the relationship between social and personal factors and the psychological distress suffered by the Spanish population during confinement.

Methods:

A quantitative, descriptive and correlational cross-sectional study was conducted and an ad-hoc online questionnaire consisting of 43 questions was applied, including the Kessler Psychological Distress Scale (K10) and the variable "resilience" was included based on the theoretical construct of individual resilience developed by Ungar (2008). The sample size was 3,436 people residing in Spain during the second extension of the State of Alarm. A linear mixed model with random intercept was fitted.

Findings:

The results show that being a woman and being young has an intersectional impact on emotional distress, as well as variables such as disability, previous illness and loneliness during confinement, among others. However, higher levels of resilience are associated with lower levels of distress.

Conclusions

Social Work plays a fundamental role both in the identification of vulnerable profiles in situations of social emergency and in the comprehensive approach to emerging intersectional contexts. Addressing these issues is a professional challenge in mitigating psychological distress and strengthening resilience in individuals, groups and communities (Dorado et al, 2022).

Keywords: COVID-19, intersectional vulnerability, psychological distress, social work.

Social Work, Political Diversity and Active Citizenship in SWE

ECSWE-26236

The practice of social work as a challenge of the pandemic situation

Beata Balogova - University of Prešov, Faculty of Arts

Miriama Boriščáková - University of Prešov, Faculty of Arts

Abstract:

The whole world, and Slovakia is no exception, is facing the unending threat of Covid-19. The first cases were registered as early as the end of 2019 in Wuhan. By early November 2022, the rapid onset and spread of the disease has resulted in 1,853,088 positive tests and 20,620 victims in the Slovak Republic. The analysis has revealed a broader context of Covid-19 in Slovakia and pinpointed the major role of social workers. The starting point of the present paper is the definition of social work as a professional activity which focuses on a wide range of clients and solves an array of social issues with the aim of improving people's social functioning. The example of good practice presented in the paper is the involvement of university students enrolled in the social work programme at the Institute of Education and Social Work, Faculty of Arts of the University of Prešov in Prešov. With the onset of the pandemic, many students remained isolated in the dormitory. Under the supervision of the dean of the Faculty, social work students provided these isolated students with essential assistance. After positive responses to this support, a Memorandum was signed with the Ministry of Labour, Social Affairs and Family of the Slovak Republic in cooperation with other universities. Education was provided online, however the students performed their professional practice with the clients. Helping clients was a natural part of their studies and such activities serve as an example of global intervention and development of social work emphasizing the link between theory and practice.

Keywords: pandemic situation, social work, practice, challenge.

ECSWE-65945

Reflecting on the war conflict in social work education and practice

Beata Balogova - University of Prešov, Faculty of Arts

Peter Gallo - University of Prešov, Faculty of Arts

Abstract:

The war in Ukraine has affected the social environment of millions of people, and, as Ukraine's immediate neighbour, Slovakia has to cope with refugee, economic and security crises. The present paper addresses the involvement of the Faculty of Arts of the University of Prešov in Prešov in helping Ukraine in social work. The purpose of the paper is to introduce various forms of assistance given to the Ukrainian students. In the current academic year, 904 Ukrainian students have enrolled in various programmes run at the University, out of which 596 are students of the Faculty of Arts. These students have their families, relatives, friends and acquaintances, to whom the faculty provided assistance through specific measures. The Ukrainian students have enjoyed voluntary, financial, security, language and psychological assistance. After the invasion of the country, the university developed a database of Slovak and Ukrainian volunteers, a large number of whom were social work students. In volunteering the Faculty of Arts cooperated with state institutions and non-governmental organizations. Social work education has built students' and

employees' awareness of the necessity of helping the Ukrainian refugees. The Faculty tried to give a sense of security providing for the accommodation for the Ukrainian students' family members. In critical situations, caring for persons who have found themselves in a gruesome situation, social work is essential, and, since this is the case of the Faculty, we would like to share the manner in which the institution reflects on the war conflict in the education and practice of social work.

Keywords: war confilct, social work, reflecting, Faculty of Arts.

ECSWE-75355

Social Services Center as an example of local community development and active citizenship

Ewa Grudziewska - The Maria Grzegorzewska University in Warsaw

Marta Mikołajczyk - The Maria Grzegorzewska University in Warsaw

Abstract:

The Social Services Center is a new organizational unit of the commune and a new institution of local social policy introduced in Poland in 2019. It serves the development and integration of social services organized and provided at the local level. It consists of entities in which full coordination of activities takes place in one place, with all residents of a given commune in mind.

CUS is a place where every resident, regardless of income and social situation, can receive support in an individualized way ("tailor-made" services). The services will be provided in close cooperation with public administration bodies, entrepreneurs, non-governmental organizations, and social economy entities.

The centers give hope for the integration of social services so as to facilitate access to them for all residents. The idea is to strive to provide services that best meet the needs of the local government community, taking into account various needs or the situation of families. Their task is to develop a network of environmental services, strengthen social ties, integrate and develop the community, build the idea of self-help, as well as give a sense of security and improve the quality of life of all members of the local community, thus contributing to the development of the idea of deinstitutionalization. The poster will show Polish experiences from the CUS activity, along with their potential and possible threats. The presented conclusions will relate to the Lubelskie Voivodeship, directly adjacent to Ukraine, characterized by a higher than the national average unemployment rate and lower than average gross salary.

Keywords: Social Services Center, local community, citizenship, active.

WORKSHOPS

Diversity, Intersecting Inequalities and Pedagogy of Hope in SWE

ECSWE-11470

How digital inequality leads to exclusion and poverty: experience, share and gain ideas into social work education to adress this topic.

Marcha Hartman - NHLStenden University of Applied Sciences

Dymphna Spijkerman - NHLStenden University of Applied Sciences

Abstract:

The world around us is digitising rapidly. Digital inclusion is an important topic in our contemporary society. It can lead to a wide range of positive outcomes. For example, online interactions can lead to finding a job, getting an education, a healthier life or an improved financial situation. However, according to Prof. Dr Alexander van Deursen, Professor Communication Science at the University of Twente and founder of the Centre for Digital Inclusion, it appears that internet use reflects growing socio-economic inequality: 'The resources we have at our disposal, such as money, a network, health, or level of education, influence the way the internet is used. The fewer resources a person has, the less he/ she benefits from the Internet. People who are already in vulnerable positions are disadvantaged even more' (www.utwente.nl/centrefordigitalinclusion). To prevent this digital inequality from leading to further exclusion and poverty, social workers are needed to help people on low incomes so they benefit from the opportunities that the internet offers, thus improving their social position. This mainly concerns challenges in terms of economic, cultural, social and personal well-being, but also obstacles in terms of motivation, material access, skills and use.

In this workshop, brought to you by the NHLStenden University of Applied Sciences, participants will gain knowledge about the challenges that arise, and experience first-hand which obstacles can lead to digital exclusion and inequality. We will share insights and gain ideas for social work education into how future social workers can be inspired to address this topic.

Keywords: inequality, exclusion, poverty.

ECSWE-14288

Pedagogy of Hope - Incorporating the Concept of Life Purpose in Social Work Education: Theoretical and Practical Considerations

Niina Manninen - Royal Holloway, University of London

Abstract:

According to global level youth purpose studies, search for purpose and meaning in life has become a major trend and, for instance, social services students in a Finnish context are no exception to that. To have an identified purpose in life brings hope, wellbeing, and resilience. In social work, the question of life purpose may be significant to all stake holders. This workshop focuses on the crucial question of how we could integrate the concept of life purpose in social work education to promote wellbeing of our students and provide them with tools to help service users in the field to find meaning, purpose, and hope. To have a purpose in life is to have an identified long-term life goal that is both personally and prosocially meaningful. The concept of life purpose originates from Viktor Frankl's experiences during the WWII and how having a purpose helped him to mentally survive the horrors of the concentration camp. In the face of suffe-

ring and ill-being, purpose development essentially can be considered as an interdisciplinary pedagogy of hope that is linked with promoting morally aware, value-based socially sustainable societies. An interactive lecture and a learning café will be the main pedagogical means in this workshop. The aim is to invite participants to explore the concept of purpose in life and how it could be implemented in social work education.

Keywords: Pedagogy of Hope, Purpose in Life, Moral Questions in Social Work Education.

ECSWE-16273

Connecting on a deeper level with students – protective wraps

Hatice Bolek Tokgoz - HAN-University of Applied Sciences
Mandy Niezen - HAN- University of Applied Sciences
Amel Yahyaoui - HAN-University of Applied Sciences

Abstract:

The HAN university of applied sciences would like to give an interactive workshop on tools and methods we use within Social Work and International Social Work to connect on a deeper level with students and help and support them. We will zoom in on the scientific method developed by Kitlyn Tjin called 'protective wraps' which we use in our classrooms ever since some of our teachers have been trained by the organization that developed the method. The 'protective wraps' method is well-known in the Netherlands and is often used in settings that work with diversity, inclusion and intercultural communication. It is a story-telling approach that is meant to offer students a sense of safety and belonging by connecting them to sources of strength through their familial and cultural backgrounds. Through sharing their background stories with their fellow students, we have concluded they can connect with each other and the teacher on a deeper level.

During this workshop we will share our experiences that resulted from applying the method. In addition we want to practice creating a protective wrap with the workshop participants/attendees in order for them to experience what our students experience. This will then lead to a further discussion about the use of such a method in other schools. When will it be useful? Why will it be useful? Do teachers at other schools feel there is room (time, budget) within the curriculum to apply a new method. Are they already doing something similar with their students?

Keywords: Diversity, safety, inclusion, narrative workform.

ECSWE-29555

Sustainable social work in a technologized world

jon leopold - Hogeschool Utrecht ISW Utrechtt

Abstract:

In the Netherlands there has been a lot of focus on minding the digital gap and digital inclusion. But shouldn't we (also) be focusing on preventing future digital or technological gaps or other side effects of (coming) innovation?

Artificial Intelligence, augmented reality, the metaverse, deepfakes, self-monitoring and self-extension are some quick examples of upcoming technologies that will highly impact society and the life of individuals within it. How can we as, social workers, maintain/protect or enhance qua-

lity of life in relation to this?

In this workshop we focus on collaborating in small groups. The first step is to quickly formulate the skills of a social worker and grade them according to their importance. In the second step the groups are asked to zoom in on a specific coming technology. They try to visualize the impact of this technology on 3 different levels (micro/meso/macro via a newly developed model). In the next step the group will be asked to write down what a social worker should/could do on these different levels in regards to the impact of this innovation. In the last step we think about what this means for the skills of a social worker? What skills will become more of less important. The groups will revisit step their gradings from stage 1 and visualize need growth or shrinkage. After this we will present our findings to each other and draw conclusions. Of course this meeting would also serve the purpose of growing a network in regards to the theme.

Keywords: Collaboration, future, technology.

ECSWE-32662

International Social Work & Intersectional Pedagogy

Aniek Santema - HAN University of Applied Science

Sanne van den Heuvel - HAN University of Applied Science

Marieke Smit - HAN University of Applied Science

Abstract:

Participants are invited to experience reflective pedagogical approaches with a focus on intersectionality. The activities will be experienced and there will be a critical dialogue on how to incorporate pedagogical methods in diverse classrooms that promote deep understanding of diversity and intersectionality.

Specific skills are needed to prepare students for social work in the global era (Virag, 2022). In our international classroom, the study of International Social Work at the HAN University of Applied Science aims to prepare students to become professionals in the globalized word. In our study program, there is a focus on student-centered learning, practice-based learning and the professional development of students. The tools we will share in this workshop are used in our classrooms to create a safe learning space, develop critical self-reflection and develop a deeper understanding of intersectionality and inequality.

This workshop fits within the conference sub-theme of 'Diversity, Intersecting Inequalities and Pedagogy of Hope in SWE'. Building on ideas of intersectional pedagogy (Harmat 2019), we aim to contribute to critical dialogue on educating students with future skills needed in the globalized world.

Content of the workshop:

1.Introduction:

2.Reflections: Reflecting on intersectionality: using the international classroom

3.Activities: -The meaning of our names

               -My multiple identity markers and privilege

4.Dialogue:

5.Evaluation

Virág, V. (2022). Globalisation and the Future of Social Work Practice and Education. Remaking Social Work for the New Global Era (pp. 115-128). Springer, Cham.

Harmat, G. (2019). Intersectional Pedagogy: Creative Education Practices for Gender and Peace Work. Routledge.

ECSWE-35688

The Inclusive Group Work Training Model: Professional Uses of Self

Sarah LaRocque - University of Calgary
William Pelech - University of Calgary

Abstract:

Research Project: Multi-method research project exploring group workers' understanding and perceptions of diversity in group processes, with implications for group practice advancement.
Methods: Exploratory sequential mixed methods design. Phase 1, grounded theory design was used to explore how group workers responded to diversity. Phase 2, focus groups analyzed phase 1 results to generate a model of inclusive group practice. Phase 3, a quasi-experimental repeated measures design was employed to evaluate the online training in the Inclusive Group Work Training Model. Phase 4 is in progress.
Participants:
Phases 1 and 2 participants were group workers residing in Canada, United States, and South Africa. Phase 3 enlisted 12 groups.
Data Collection: Phases 1 and 2, semi-structured interviews. Phase 3, 12 groups were recorded, and pre-post measures administered.
Data analysis: Grounded theory, constant comparative approach was used to analyze data collected from interviews, focus groups, and treatment groups. Quantitative analysis for pre-post measures in Phase 3.
Findings: Phase 1 participants reported feeling overwhelmed by the complex diversity in groups and struggled with professional uses of self. Phase 2 focus groups generated the Inclusive Group Work Training Model. Phase 3 analysis is in progress.
References
Popiel, M., LaRocque, S., Nicholas, D., S. Kilmer, C., Este, D., & Pelech, W. (2021) Defining diversity in groupwork: A relational exploration. Groupwork, 29(3), 5-32.
LaRocque, S. Popiel, M., Este, D., Pelech, W., Pillay, R., Nicholas, D., & Kilmer, C. (2022) Responding to diversity in groups: exploring professional uses of self, Social Work with Groups, 45(3-4), 370-386. DOI: 10.1080/01609513.2021.195328

ECSWE-60490

The Relevance of the Code of Ethics – In Child Protection Systems and Social Work Education

Prof. Dr. Alexandra Geisler - Fachhochschule Dresden - University of Applied Sciences, Dresden Germany

Timea Bagdi - John Wesley Theological College Budapest - University of Applied Sciences, Budapest Hungary

Abstract:

Professional action in social work requires both awareness of moral norms, standards, and values on the one hand, and the ability to ethical reflection on the other. It is precisely the latter that distinguishes professional from merely occupational action in social work as well.

In order for ethical reflection to actually become a component of every social professional practice, it requires the practice of certain ethical processes and competencies as well as the establishment of institutionalized opportunity structures, in which the ethical reflection skills can be developed and stabilized.

One of the fundamental basic criteria is already a focus on the profession's code of ethics and ethical dilemmas in studies and training - thus the educational institutions of social work play a central role.

Our workshop will begin with a presentation of the results of our study on the code of ethics in the profession of social work in the field of child protection in institutions in Hungary and Germany, which shows, that in everyday practice of social work significant violations of professional ethics occur. Furthermore, we will show how we integrate the study into our teaching and training.

Afterwards we will organize a "World Cafe" on specific questions. Main goal is the exchange with participants how professional ethics/ethical dilemmas/etc., can and will be integrated into the curriculum and teaching, in the sense of an exchange on best practices. Furthermore, another goal is networking for future collaboration and generating an interest group.

Keywords: ethics, dilemmas, child protection.

ECSWE-65394

The world of silence? Experience hearing loss and exclusion + work on a manual for inclusion

Maajke Callebert - Karel de Grote University of Applied Sciences

Inge Van Delst - Karel de Grote University of Applied Sciences

Abstract:

At age 46 I suddenly turned nearly deaf. I switched from the world of sound to the world of silence. Through my personal story I'll give you an insight in being hearing impaired and coping in 'the hearing world'.

This workshop will be an unforgettable and life changing experience: I will immerse you in 'the world of silence'. You will feel what it means to be hard of hearing, what the impact is on professional, daily, social and cultural life and on your identity. Hear what we hear, feel what we feel, live what we daily live.

The lessons learned by this 'immersion experience' form the starting point to develop a manual for inclusion. Inclusion of the hearing impaired, inclusion of everyone with a disability, inclusion of… everyone!

This workshop is not about theory, it's an experience. It is meant for everyone who really cares for an inclusive attitude and who is ready to reflect with an open and critical mind on his behavior, habits and attitude. It's meant for everyone who wants to feel and experience inclusion and exclusion, who wants to reflect on framing, prejudices, good and bad practices, the misunders-

tandings about hearing loss and disability. The workshop appeals to your empathy and critical reflection; it combines information, fun, a smile and a tear.

Keywords: inclusion – disability – hearing loss – framing.

Environmental Justice in SWE: Indigenous-, Eco-Social-, Environmental-, Green-, Post-Anthropocentric

The Time for Groupwork: Bringing Together our Local and Global Experiences to Advance Groupwork in Social Work

Linda Vanina Ducca Cisneros - Universidad Complutense de Madrid

Carol Cohen - Adelphi University

Hilda Baar-Kooij - GISSKID (Group work In Schools, Power In Diversity)

Abstract:

Groups are central to human relationships, human rights and promotion of social justice. However, groupwork educators and partners rarely have opportunities to discuss their challenges and approaches. This session is unusual in drawing participants from across geographic boundaries, fields of interest, and practice approaches to explore wide-ranging interests in groupwork in social work education.

This session's purpose is to provide a forum to share experiences and engage in co-creating strategies to strengthen groupwork in social work. Participants will discuss vital aspects of groupwork education, including: inclusion of service users and community members, equitable cross-cultural, cross-national and inter-disciplinary collaboration, and promotion of human rights and anti-oppressive practices within our institutions and communities. In engaging participants with unifying interests in groupwork in social work education, we expect to enhance future work, influence curriculum and policies, and partner to improve local and global conditions.

The presenters/facilitators will use groupwork principles in engaging participants through the session, through the following guide:

1. Welcome and Introductions (Including participants' groupwork highlights)
2. Discussion of Emerging Groupwork Opportunities and Challenges
3. Building and Sustaining our Connections (Networking, resource sharing, emerging research and potential collaborations, planning future events, and mechanisms to sustain connections)
4. Closing and Next Steps (Evaluation of session's process and outcomes and next steps).

We will follow up with attendees wishing to participate in further communication, provide a roster of willing participants, and session summary. This session is planned as an incubator of important educational advancement of groupwork, international research, collaboration, dissemination and innovation.

Keywords: social work with groups, groupwork, professional networking.

Fundamental Rights, Caring and Peace-Building Practices in SWE

ECSWE-20615

SISWEC: Strengthening social workers' skills and competences in a Europe in crisis

Christos Panagiotopoulos - University of Nicosia

Seraphin Alava - Les Militants de Savoirs

Rasha Nagem - Les Militants de Savoirs

Markus Pausch - Fachhochschule Salzburg GmbH

Abstract:

The training courses, which respond to the implementation of public policies of reception, education and inclusion of people in need of help, are today struggling to adapt to the new situations resulting from the crises that Europe has had to face. The situations of precarious people (unemployment, displacement, social dropout) are more and more numerous. The pandemic of COVID, climatic migrations, wars and the massive arrival of refugees are creating new professional problems for social workers, which is detected in all European social institutions. The increasing importance of violence, precariousness, disintegration of social ties and the breakdown of family ties make training more and more demanding for social efficiency. SISWEC project intends to respond to the needs of the social workers and the students enrolled in social work courses to strengthen their skills and enhance their knowledge by adapting them to the different crisis situations that Europe is facing.

Moreover, this paper will not only focus on the presentations of the SISWEC project objectives and expected results but also on the results and findings obtained regarding three main subjects:

A)The definition of the main crisis situations that affect European populations and the changes in social actions due to violence, precariousness, migrations, wars and terrorism in Europe.

B)The identification and characterization of good practices of social action taking into account crisis situations and involving the various categories of social and educational workers.

C)The identification of new competences both in SW training and practice in Europe .

Keywords: unemployment, displacement, social dropout,SW training.

ECSWE-39893

Best practice in SWE: bridging the gap between theory and practice of social work in case of the Bosnian genocide

Alma Mustafić - Utrecht University of Applied Sciences

Abstract:

Learning about (violation of) human rights and community development are some of the central themes of the minor International Development Work at UAS. Excursion to Sarajevo and Srebrenica (Bosnia) is included in this program to help students understand how complex and sometimes even confusing it could be to bring acquired theories and knowledge into practice of social work.

Genocide is the denial of the right of existence of entire human groups. It is considered to be the worst form of human rights violation. Since community development is 'a process where

community members come together to take collective action and generate solutions to common problems' (UN), rebuilding a community after a genocide is quite challenging because a large number of the community members is killed or displaced. What are the problems and challenges that survivors face? What can we learn from (the aftermath of) the Bosnian genocide to ensure sustainable peace for the future generations? With the current crisis in Europe and war in Ukraine, the lessons learned from the Bosnian genocide couldn't be more relevant.

Our excursion involves different partners from art, university and social work area in the Netherlands and Bosnia. In co-creation with those partners we address specific challenges of rebuilding the society after a war and genocide. Those are some of the main topics that will be addressed in the presentation. We will conclude with the lessons learned from this study trip for SWE. According to our students, this form of education was a life changing experience.

Keywords: Human Rights, Community development, Sustainable peace.

ECSWE-56636

Is historical trauma only a history? The lasting lessons of difficult legacy about humanity, solidarity, and resilience as a source for social work education.

Hubert Kaszynski - Institute of Sociology, Jagiellonian University, Kraków, Poland

Olga Klepackova - Department of Social Work, College of Polytechnics Jihlava, Czech Republic

Jane McPherson - School of Social Work, University of Georgia, Athens, GA, USA

Abstract:

This workshop hosted by the Special Interest Group of EASSW called "Holocaust heritage for contemporary clinical social work" is intended as a collaborative learning and discussion forum. Welcome is anyone interested in exploring and reflecting on this overlooked yet very actual topic for which the theoretical framework is the study of collective memory and trauma-informed approach in social work. As this international SIG aims in their research, the focus is on education, particularly axiological, and building a value-based practice. Challenging times when fundamental human rights were brutally violated – every state carries some historical trauma and reminders of painful history. Remembering and understanding history is our opportunity to learn from those who put social work values into practice during the most tragic times. Also, in many ways, understanding history can be a beginning for us. In this hands-on and highly interactive workshop, participants will discuss topics such as „Where do we stand in this context as social workers facing current crises and their consequences first-hand?", „What can we learn from our difficult national legacies?", „How can we implement this knowledge into education?" Expert reflection from prof. Pnina Ron (the University of Haifa) will offer participants a unique insight into the experience of second-generation Holocaust survivors and help them better understand the topic of intergenerational trauma transmission. At the end of the workshop, participants will be able to comprehend why difficult legacies and historical trauma should never be neglected topics of our professional identity, education, and practice and leave with some practical takeaways.

Keywords: social work, axiological education, historical trauma, legacy.

Human rights education in social work – European perspectives

Ingo Stamm - University of Jyväskylä

Alexander Klein - Saxion | University of Applied Sciences

Mareike Niendorf - Alice Salomon University Berlin

Didier Reynaert - HOGENT

Abstract:

Human rights are one of the guiding principles of social work, highlighted among others in the Global Standards on Social Work Education & Training. The workshop presenters are part of a new Special Interest Group within the EASSW, that will be established in 2023. Based on sub-theme 1 of the conference, we aim to develop a better understanding of the ways to integrate human rights into social work education. The first part of the workshop will consist of short presentations by all four conveners on how human rights are implemented in BA social work study programs in their countries (Finland, Germany, The Netherlands, Belgium), guided by the following questions: How are human rights integrated into social work curricula on the BA level? What kind of competencies are to be learned and with what didactical methods? Finally, how could the human rights approach be translated into a social work practice challenging discrimination and exclusion? The presentations will be complemented with a consideration of key aspects elaborated during a symposium with European colleagues in the fall of 2022. In the second part of the workshop, all participants are invited to share their experiences and knowledge, ideally from a diversity of European countries. That will be designed didactically so that all participants can contribute to central aspects, for example by using the World Café Method. Further, the purpose of the workshop is to reach new members for the Special Interest Group and to plan future activities across Europe.

Keywords: Human rights, social work education, cross-national cooperation, European approach, special interest group.

Let us reflect on ethics in Social Work! practice, education and research

Maria Irene Carvalho - Department of Social Work and Social Policies, Universidade de Lisboa, Institute of Social and Political Sciences, Centre for Public Administration and Public Policies

Regina Vieira - Higher School of Education of the Polytechnic Institute of Castelo Branco. Integrated researcher at AGE.COMM - Interdisciplinary Research Unit on Building Functional Ageing Communities (IPCB)

Teresa Silva - Instituto Superior de Serviço Social de Lisboa-Universidade Lusíada (Lisbon Social Work Institute Universidad Lusíada). Integrated researcher in the Centro Lusíada de Investigação em Serviço Social e Investigação Social-CLISSIS (Center for Research in Social Work and Social Intervention)

Abstract:

SW is a transdisciplinary and socio-political profession, as ethics is essential. SW "serves" society and society recognises that this profession is important. This process leads to the creation of organisational structures (associations, councils) that create codes of ethics, which ensure the qua-

lity of the profession. This is how the profession builds its field and gains space for its practice. SW promotes change, cohesion and the promotion of the person, changing the conditions of inequality, injustice and oppression. This goal is very demanding, as it is necessary to understand how SW has developed as a response to political, economic and social crises, and constitutes itself as an ethical and political profession.

The profession is influenced by the challenges of the globalisation of capitalism and neo-liberalism in terms of its impact on the economy and politics, and the management of public goods. This impact has a bearing on all areas in which SWs intervene, including teaching and research. This workshop aims to reflect on the importance of codes of ethics as fundamental tools for the jurisdiction of the profession, and for the development of students' ethical competences, as well as for research. Participants are divided into subgroups that answer questions such as:

What is the importance of the SW code of ethics and how do participants use the code of ethics in practice, teaching and research?

Participants collectivise the reflection developed in the workshop and give hints to deepen the knowledge in this area.

Keywords: Social Work; Ethics; Reflection; Practice; Research; Education.

ECSWE-78388

Human rights 'from below' in social work education: an action framework

Didier Reynaert - HOGENT University of Applied Sciences and Arts

Charlotte Kemmeren - University of Applied Sciences Amsterdam

Jeroen Knevel - Utrecht University of Applied Sciences

Michiel Lochtenberg - University of Applied Sciences Amsterdam

Michel Tirions - Artesis Plantijn University of Applied Sciences and Arts

Abstract:

Human rights are considered fundamental for social work to the extent that social work is by some defined as a 'human rights profession'. Social work education and training has a crucial task in educating future social workers so they can become human rights professionals.

In this workshop, we propose an innovative approach on social work education in relation to human rights. An approach that we define as human rights 'from below' and that differs from a rather dominant 'from above' perspective on human rights. Social work's bottom-up approach to human rights is a distinctly contextual view of the realization of human rights. We consider social workers as experts of everyday life. They are front-line workers who are on a daily base confronted with violations of human rights that affect the human dignity and social justice of citizens in vulnerable situations.

Based on our perspective of human rights 'from below', in this workshop we will introduce an action-framework for human rights in social work. This action framework consists of five central building blocks: 1) systemworld-oriented action, 2) lifeworld-oriented action, 3) participatory action, 4) politicizing action and 5) joined-up action. Using interactive methods, experiences are shared about working with these building blocks. The main goal of this workshop is to support participants in their mission to educate future social workers on human rights from a 'bottom-up perspective.

Keywords: human rights.

Innovative, Creative and Art-based Approaches in SWE

ECSWE-11693

Combined Methodologies: Mask Making and LEGO Serious Play as Innovative Groupwork Arts Based Approaches in Social Work Education

Mary Wilson - University College Cork, Ireland

Marguerita McGovern - University of Galway, Ireland

Abstract:

Groupwork in continuing professional education addresses the challenges posed by professional standards for accountability and the need for creative responses to meet complex service user needs. (Wilson +Quirke 2018). This workshop will use small group interaction to reflect two arts-based approaches; building a Lego Serious Play model, representing sustainable professionalism and exploring the image of Maskmaking thus encouraging an environment where creativity promotes the process of critical collective enquiry.

Arts based groupwork engages participants to deal with the challenges that arise in practice, using creative means of expression and exploration. These two methods mentioned, support personal and professional identity development. They promote resilience in assessing competence by deconstructing the assessment process and addressing the ethical questions that arise. Play and construction, link professional and personal experiences with academic learning and are inclusive of local and global practice frameworks (McGovern, 2020).

Complex issues can be constructed in story/mask format to represent and identify one thing in the form of another- making connections attachments and associations.

The implications and use of these two creative models for practice and within social work education are boundless; identifying thoughts, producing narrative and seeing a physical interpretation. These approaches support social work learning that is creatively dynamic and ethically sustainable, developing practitioner identities and offering freedom to try new ways of 'being and doing' (Wilson, 2021).

Keywords: Mask making, LEGO Serious Play, Groupwork, Creativity.

ECSWE-35371

Virtual Reality in Social Work Education

Judith Boonstra - Saxion University of Applied Sciences

Ruben Veltman - Saxion University of Applied Sciences

Abstract:

Virtual Reality already has a wide range of applications and the results are promising. More and more social work organizations are using VR simulations. It's important to include these innovations into the social work curriculum. A type of VR which can be used in Social work education is Virtual Reality Perspective Taking (VRPT). Social Work skills can be trained with the use of VRPT, specific empathic skills. VRPT offers opportunities which can't be reached with traditional practicums in classrooms. It offers also a simulated and safe learning environment. With the use of VRPT students can be immersed in the virtual environment (immersion), let themselves be carried away (flow) and actually experience the feelings of the client and care provider (presence). Saxion school of Social Work included VR simulation in the curriculum focusing on two themes:

Domestic violence and complex divorce. This workshop explains how VR was included the curriculum. Participants can experience the VR simulation themselves and then reflect on the impact of VR simulation on the learning process of social work student.

Keywords: Virtual Reality, empathy, experience-based learning.

ECSWE-48725

Opportunities and challenges in building innovative partnership learning communities with students, service users, and practitioners: implications for social work education.

Diana van Dijk - Rotterdam University of Applied Sciences

Marjolijn Schouten - Rotterdam University of Applied Sciences

Abstract:

Knowledge and the knowledge base of social work are not value-free. Social work research and education have much to gain from an approach that critically challenges dominant discourses, pedagogical approaches, and research. In our view, partnership learning communities with students, practitioners, and service users contribute to innovative education, more diverse-sensitive and contextually appropriate knowledge and practice, and empowerment of service users and students.

The workshop aims for participants to experience the added value of such equal partnerships in social work research and education. We will do this by 1. sharing our own experiences in such partnerships, 2. presenting the ethical tensions and methodological challenges involved, and 3. work towards ways forward to partnership learning communities with the workshop participants. Co-creation in research and learning in partnership learning communities brings about beautiful and rich experiences but also sometimes messy and bumpy moments. In our experience, these rather difficult moments also contain the most (potential) growth and learning opportunities. However, attention to ethical issues is conditional. Ethical questions are related to shifts in roles and positions of power, inclusivity, compensation, and rewards. We argue that a universal code of research ethics does not provide sufficient guidance for these questions.

Forming partnership learning communities improves social work research and education, stimulates the innovator's mindsets of partners involved, and potentially lessens power differences. Through a co-creative workshop, where everyone's voice is heard, we work towards recommendations and concrete activities that enable us to collaborate more with practitioners, service users, and students.

Keywords: Innovation; co-creative research and education; ethical challenges; partnership learning communities.

ECSWE-58725

«Inter-professional training kit for a multidisciplinary child, youth, and family protection teams».

Jorge Ferreira - ISCTE - Instituto Universitário De Lisboa

Francois Gillet - He2B, Bruxelas, Belgium

Louise Lemay - Université De Sherbrooke, Quebec, Canada.

Gilles Seraphin - Universidad Nanterre, Paris, France.

Neli Petrova - Sophie Написа, Sofia, Bulgaria

Abstract:

This workshop intends to develop a new conceptualization of professional intervention in multi-disciplinary teams, called interprofessional. This interprofessional training kit results from an international research project entitled "The challenges of training interprofessional in social intervention" - INTERPRO. It was funded as a 3-year Erasmus+ partnership project submitted under reference 2019-03-19-KA203-8435C51E-EN.

The research brings together a range of actors from academia and professional practice from five partner countries: Belgium, Bulgaria, Canada (Quebec), France, and Portugal. More specifically, it focuses on inter-professional collaboration around young people with difficulty in the care of child protection services or whose development or safety is at risk. It aimed to develop training activities for social workers in order to improve their professional skills to work effectively and humanely in interprofessional settings. This training package is developed in 3 phases:

1) Phase1 (11-2019 to 09-2020): Survey and observation of how interprofessional is experienced and taught. Interprofessional is experienced and taught in each partner country.

2) Phase 2 (09-2020 to 11-2021): Co-production of training and experimentation activities in the 4 European countries

3) Phase 3 (12-2021 to 10-2022): Formalisation of the kit, dissemination, and implementation in training courses (it includes 8 specific training modules in the field of interprofessional: Person-centred, role clarification, communication, conflict resolution, collaborative leadership...).

Keywords: Interprofessionalism, Multidisciplinary team, Social Work, Protection, Social intervention.

ECSWE-64283

Sustainability as a challenge for educational design on the Hogeschool Utrecht (NL)

Jens-Daniel Berlinicke - Hogeschool Utrecht

Abstract:

At the Hogeschool Utrecht (NL) we started improving our Social Work education last decade. This resulted in a new curriculum for our students. After a number of years of teaching this 'new' curriculum and different evaluations, we are now working on further developing in the current program. Some important signals make it necessary to reconsider the educational design. For example:

• a dynamic context requires a flexible educational design.

•Social work practice demands flexible T-shaped professionals. Good supervision is required to facilitate the students to take responsibility for their own learning experiences.

• The situation during the Covid 19 pandemic made social problems visible and showed how important social contact is for students in a study programme.

• Subjects such as human rights, diversity, creative approaches and sustainability issues require attention in education.

In addition, Hogeschool Utrecht wants far-reaching integration of education and practice. The 'hybrid learning environment'. 'Hybrid learning environments' are aimed at strengthening the practical component by integrating aspects of education and professional practice (Doesum, Timmermans & Zitter, 2022).

This year we want to answer these questions with an updated curriculum. Te aim of this

workshop is to collaborate on the issues. Time to share our present design with colleagues, service users, students and practioners   and question if this curriculum will enhances the future skills of social workers.

Keywords: educational design, social work bachelor, curriculum, co-design.

ECSWE-84012

Social Work Practice Improvement in Co-Creation

Suus te Braak - HAN University

Simone Boogaarts - HAN University

Marion Heijnen - HAN University

Abstract:

Since 1.5 years, we use at the Bachelor of Social Work at Han University design thinking as a model in the course of Social Work Practice Improvement. In this course, which last 6 months, student conduct action research with relevant stakeholders based on a practice oriented problem. Research data is predominantly gathered through creative methods. The outcomes of the research results are used to create a practice improvement. We want to demonstrate the value of action research and the use of creative methods in order to do research with the relevant stakeholders instead of about relevant stakeholders. We believe that design thinking in co-creation is the only way to do research that includes equal participation of everyone involved.

During the workshop we start with a short overview of the goals and means of the course Social Work practice Improvement. We also demonstrate how we focus on co-creation and the use of creative methods. Two students will present their project by presenting a poster. They will focus on how they used co-creation and creative methods to include all the different perspectives in their research. Besides, they will reflect on how the use of co-creation and creative methods have contributed to their professionalization as social workers.

Besides sharing information we also want to demonstrate the usefulness and power of creative methods by doing one together with the audience. We want to bring our vision of working with these methods, but we also would like to discuss it and learn from other opinions and advices of the audience.

Keywords: Creative, development, co creation, practice improvement.

Lessons from the Pandemic in SWE

Blend your course

Karen Boele - HZ University of Applied Sciences
Herman Rakers - HZ University of Applied Sciences

Abstract:
Given our growing experiences with online education in recent Covid years, going back to full physical education would be a step backwards in educational development. In this workshop we will work interactively and practically with each other to use the best of both learning environments (physical and online).
Teaching can be done in many ways: in a group or individually, physically or online, synchronously or asynchronously. All those ways require a different approach. When you know how to combine them in the right way, you enrich the learning experience of the student. This combination is called blended learning. But what is the best blend and how do you design it?
In this workshop the learning objectives and outcomes are always the starting point of the design. We will share our experience, knowledge and opinions in a dialogue by working together to visualize the learning journey of students in a blended learning wave. This is a design model (tool) for developing blended education. It is a practical and easy model that anyone can use. By moving up and down between physical and online learning environments, we can make the most of learning opportunities by combining the strengths of both worlds.

Keywords: Blended learning - Design - Tools.

Social Work, Political Diversity and Active Citizenship in SWE

ECSWE-27832

Involving and employing service users in social work education

Tabitha Wright Nielsen - School of Social Work, Lund University Sweden

Cecilia Heule - School of Social Work, Lund University Sweden

Abstract:

Involving service users in social work education raises questions related to relations of power and inequality. It raises questions about which agents who possess the right to take part in the creation of knowledge within social work education and on which terms.

From our perspective service user involvement in social work education requires, that the competences and knowledge that service users hold is recognized as important as the academic knowledge presented by teachers by the institution. We are working to create spaces where the knowledge held by service users is applied in the education and is recognized and valued. Thereby we are also working to empowers service users.

The basis for this is the so-called Mobilization Course where Students and service users are learning from each other and developing joint projects. This course is at the same time the platform for employing service users in the supervising of students on different levels in the education.

We will present the theoretical perspectives that have formed the basis for this development. We will explain how the Mobilization course is a prerequisite for and constitutes a frame for the recruitment and employment of service user representatives as lecturers and supervisors in other parts of the social work education. This means that service user participation and experience-based knowledge has been institutionalized within the social work education in Lund.

We will invite colleagues from different countries to share their experiences of making service user participation a part of their structural conditions.

Keywords: Service user involvement, experienced based teaching, mobilization.

ECSWE-61249

Discussing sensitive diversity issues in the classroom

Khalid Idmalek - HU University of Applied Sciences the Institute for Social Work (NL)

Nadezda Broshuis - HU University of Applied Sciences the Institute for Social Work (NL)

Emre Cicek - HU University of Applied Sciences the Institute for Social Work (NL)

Hicham Chatouani - HU University of Applied Sciences, the Institute for Social Work, NL

Achraf Chatouani - HU University of Applied Sciences, the Institute for Social Work, NL

Abstract:

How can lecturers and students discuss sensitive diversity issues when values and beliefs are conflicting? For example, the story of Samuel Paty or conspiracy theories. At the HU University of Applied Sciences the Institute for Social Work and the Network Diversity & Inclusion started a project 'discussing sensitive diversity issues in the classroom'. This project aims at a more uniform approach and tools for HU lecturers and students to develop knowledge, skills and attitudes for having fruitful conversations.

There is a great demand and need for the promotion of expertise and professionalization in dis-

cussing sensitive diversity issues between lecturers and students. During the workshop we will address fruitful ways for discussing sensitive diversity issues. By Socratic questioning we will address three points: information about our project, experiences from our students, and exchanging ideas and perspectives.

Democracies are facing social unrest and the public opinion is polarizing. Often discussions escalate and the pedagogical climate gets heated. From the perspective of active citizenship and political diversity it's crucial that lecturers and students explore new ways to discuss sensitive diversity issues and transcend everyday patters of polarization. Education should play an active role in connecting people with conflicting views.

During this workshop we will share different ways of having fruitful conversations and inventorize the obstacles that colleagues experience in their practice of social work education. Also we aim at starting an European network for lecturers and students for further exchange and innovation on this theme.

Keywords: Discussion, diversity issues, polarization.

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