



INTERNATIONAL ASSOCIATION OF SCHOOLS OF SOCIAL WORK (IASSW)
INTERNATIONAL COUNCIL ON SOCIAL WELFARE (ICSW)



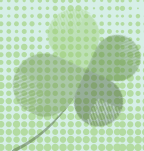
INTERNATIONAL SOCIAL WORK EDUCATION AND DEVELOPMENT ONLINE CONFERENCE 2021

Human Relationships – Keys To Remaking Social Work For The Future

Book of Abstracts



Edited by
Ngoh Tiong TAN & P.K. SHAJAHAN
with
Agnes YEUNG



April 2021



INTERNATIONAL ASSOCIATION OF SCHOOLS OF SOCIAL WORK (IASSW)
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Human Relationships – Keys To Remaking Social Work For The Future

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Human Relationships – Keys To Remaking Social Work For The Future

From the advisors of the ISWED Online Conference 2021



Due to the worldwide disruption of the Covid19 pandemic, we were forced to cancel the Rimini conference. It has been a really painful process, as all the elements for an incredibly successful event with more than 1400 abstracts received, and many social initiatives planned in the city, were in place.

We have decided to rebrand the conference online to the theme: “Human Relationships, Keys to Remaking Social Work for the Future”, and carry out a series of initiatives under the leadership of the co-chairs, Professors Ngoh Tiong TAN and P.K Shajahan. We appeal to you to join in and support the series of plenaries, workshops, symposiums and posters; in March and April, as well as to sponsor collaborative sessions and other initiatives, including the World Social Work Day celebrations.

Let us come together and strengthen our international network and resolve to make an impact in the changing world. We are sure that with the support of IASSW and ICSW boards, committees, sponsors and participants, the online conference will be a great success.

Looking forward to seeing you online.



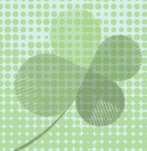
Annamaria Campanini

Prof. Annamaria Campanini
President of IASSW



Sang-Mok Suh

Prof. Sang-Mok SUH
President of ICSW





Message from the Conference Chairs



Dear Colleagues,

We are living in a world of disruption and drastic changes unprecedented in human history. The future is upon us today!

This online conference, in the midst of the Covid19 global pandemic, aims to empower social workers and social service organizations to make an impact on the lives of the people amidst drastic social changes and facilitate effective professional practice and human services in the decades to come. Human relationships not only bring joy and meaning to human existence, they are the primary basis for survival of the human race.

Thus, the theme for the Online Conference is: Human Relationship: Keys to Remaking Social Work for the Future. Social Work education, research and practice as well as social policy needs to respond proactively to promote human well-being, so as to foster positive social change and social integration. Social relationship is vital for both the individual and society to thrive. The basis of social work and social development is to empower citizens through participation, engender social inclusion and build human relationship so as to change individual, groups and communities as well as to enhance social network and social solidarity.

The abstracts for the conference that were accepted for presentations, the workshops and poster sessions, all will highlight the following sub-themes:

- Axis 1: Promoting human relationships, global context and sustainable development
- Axis 2: Sustainable Development Goals (SDGs) in fostering human relationships
- Axis 3: Social policy to enhance human relationships
- Axis 4: Gender and minority issues, and social inclusion and integration
- Axis 5: Challenges and capacities of Social Work Education and Research in promoting human relationships and future development.

Other collaboration and special sessions will also be organized in conjunction with the International Social Work and Development Online Conference 2021. The Online conference schedule spans four months and will require collaboration and support from many organizations and colleagues from all over the world.

Our best wishes for a successful and impactful conference.

Prof. Ngoh Tiong TAN
Co-Chair, ISWED Online Conference 2021
IASSW Treasurer
Professor Singapore University of Social Sciences, Singapore

Prof. P.K. Shajahan
Co-Chair, ISWED Online Conference 2021
Vice President, ICSW
IASSW Board Member
Dean Academics, Professor of Social Work, TATA INSTITUTE OF SOCIAL SCIENCES, India



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Human Relationships – Keys To Remaking Social Work For The Future

Conference Theme:

“Human Relationships: Keys to Remaking Social Work for the Future”



The Abstract are organized under the sub-themes:

- **Axis 1: Promoting human relationships, global context and sustainable development**
- **Axis 2: Sustainable Development Goals (SDGs) in fostering human relationships**
- **Axis 3: Social policy to enhance human relationships**
- **Axis 4: Gender and minority issues, and social inclusion and integration**
- **Axis 5: Challenges and capacities of Social Work Education and Research in promoting human relationships and future development**





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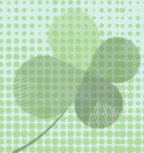
INTERNATIONAL SOCIAL WORK EDUCATION AND DEVELOPMENT ONLINE CONFERENCE 2021

Human Relationships – Keys To Remaking Social Work For The Future

Book of Abstracts: Keynote Addresses & Plenary Lectures



Edited by
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with
Agnes YEUNG



April 2021



Plenary 1: Eileen Younghusband Lecture 2021

“Education for Hope and Transformation: Reflections on a Journey in Co-Constructing Local Social Work Education with Implications for International Social Work”

by Prof. Angelina Yuen

Abstract

Angelina Yuen-Tsang has been involved in the development of social work education in Hong Kong, the Chinese mainland and Asia for over forty years. She is deeply convinced that social work education is a catalyst for social change and development and could be a powerful force in generating hope and transformation for social betterment. As our world is experiencing the unprecedented challenges created by the COVID-19 pandemic, and when people in all corners of the world are engulfed by a deep sense of hopelessness and helplessness, the collective responsibility of the social work community to engender hope and transformation through education and practice is pivotal to the continuing sustainable development of our society.

In this lecture, Angelina will discuss on the centrality of hope to social work education and practice and the transformative power that it could bring. Angelina concurs with Freire’s articulation that “without hope there is no way we can even start thinking about education” (Freire, 2007, p.87) i. She believes that it is only when social work education is firmly grounded on a culture of hope, and that members of the education community actively practice a “pedagogy of hope” (Freire 1994) ii, that the transformative power of education among students, teachers, and community partners could be evoked. On the contrary, a social work programme which complies with professional standards and excels in academic scholarship and state-of-art practice skills, but without an orientation of hope for the future good, then it is an education without a soul.

As a case study, Angelina will share her own trajectory of hope and transformation in her journey in co-constructing social work education in Mainland China together with her colleagues, students, and community partners. She will first provide a snapshot of



the evolvement of social work in China and particularly the drastic transformation of the system that had taken place during the past thirty years.

She will then illustrate with real-life examples the ways in which the strong sense of hope and impetus for social transformation was evoked during the social work education process, and how these students and their peers demonstrated active human agency in developing social agreements between governments and the population they serve to spearhead positive social change and co-build inclusive social transformation in China.

Finally, Angelina will reflect on her thirty years' trajectory of hope and transformation in co-constructing social work education in China and reflect on its implications on partnership relationships in international social work. She believes that the sharing of common hope and vision, genuine trust and respect for diversity, the use of dialogical approach and participatory action research processes, and the practice of humility by all parties involved are pivotal to the future development of international social work.

References:

- i Freire, P. (2007). *Daring to Dream*. Boulder, CO: Paradigm.
- ii Freire, P. (1994). *Pedagogy of Hope*. London: Continuum

Eileen Younghusband Award Speaker: Prof. Angelina Yuen-Tsang



Prof. Angelina Yuen-Tsang, was President of the International Association of Schools of Social Work (IASSW) from 2008 to 2012. She was Vice President (Student and Global Affairs) of The Hong Kong Polytechnic University prior to her retirement in 2018. She is now Honorary Professor of the Hong Kong Polytechnic University, Chairman of the Executive Committee of the Keswick Foundation, Co-Chairman of the Hong Kong Social Service Professional Alliance of the Guangdong-Hong Kong-Macau Greater Bay Area, Honorary President of the Hong Kong Social Workers' Association, and Honorary



Advisor of the Hong Kong Academy of Social Work. She was awarded Justice of Peace in 2002, and Bronze Bauhinia Star in 2008 by the Hong Kong SAR Government.

In the Chinese Mainland, Prof. Yuen is Executive Committee Member of the AllChina Federation of Women, Hon. Advisor of the China Association of Social Work Education, the Peking University-Hong Kong Polytechnic University China Social Work Research Centre, and the World Vision of China. She is also Hon. Professor of Peking University, China Women's University, Sichuan University, Huazhong University of Science and Technology, Xian Jiaotong University, and Yunnan University.

Prof. Yuen has long-term involvement in the development of social work and university social responsibility in the international arena. She was Hon. Secretary of the Asian and Pacific Association of Schools of Social Work since the 1980s and was President of the International Association of Schools of Social Work (IASSW) from 2008 to 2012. She was also the Founding Chair of the University Social Responsibility Network to promote social responsibility as core mission of higher education. Prof. Yuen continues to play an active role in the development of social work, social work education and university social responsibility in different parts of the world, especially in China, Vietnam and Kazakhstan on a voluntary basis.



Plenary 2 Keynote Address: “Social Workers Practicing Social Rights against the Erosion of Social Solidarity – Lessons from the Corona Crisis”

By Prof. Walter Lorenz

Abstract

Worldwide, public and also social services in recent decades, in the wake of neoliberalism, have become subject to privatization and commodification which emphasise “choice”. The current Corona Crisis demonstrates the profound shortcomings of these policies when the necessity of state control conflicts with assertions of personal liberty. In this social policy context, it has become ever harder for social workers to deliver social interventions as expressing rights rather than individual choice. Social work’s key instrument is the personal relationship, albeit by placing this in a socio-political context. Competent social work interventions straddle the private and the public realm, but also care and (legitimated) control, thereby defining the nature of what is “social” in society as something “binding”. Human, civil and social rights express the binding elements of solidarity but for people at increasing risk of exclusion rights of inclusion must become first a lived reality. Social work as the practice of rights requires:

1. Basing change processes on genuine participation rather than on prescriptions.
2. Recognizing the multiple dimensions of personal “problems” (psychological, social, economic, political and indeed environmental), each implying different yet linked dimensions of “relationships”.
3. Tracing and shaping the various facets of social belonging through skilled professional relationships.
4. Taking the gaps in social rights, which may become apparent in the process, as a stimulus for actions aimed at the level of social policy-making in order to create and improve conditions of justice and equality.
5. Promoting continuous educational opportunities to foster skills of reflexivity, systemic analysis and planning as well as effective political action for carrying out these complex tasks. These references to core principles should encourage social



workers to strengthen civic engagement as part of their professional skills repertoire and to assert their vital role in fighting the pernicious social consequences of the Corona Crisis.

Keynote Speaker: Prof. Walter Lorenz



Walter Lorenz was professor of social work at University College, Cork in Ireland (1978-2001) and at the Free University of Bozen / Bolzano in Italy (2001-2017) where he served also two 4-year terms as Rector. He is currently contract professor at Bozen and Charles University Prague. A native of Germany, he qualified as a social worker at the London School of Economics and practised this profession for 8 years in East London. His research interests cover anti-racism practice and current and historical aspects of European social work and social policy. He co-founded the European Journal of Social Work and Social Work & Society and was awarded honorary doctorates from the universities of Ghent and Aalborg.



ISWED 2021

HUMAN RELATIONSHIPS - KEYS TO REMAKING SOCIAL WORK FOR THE FUTURE



DR. SANG-MOK SUH

the MOST PRESSING ISSUE TODAY is THE **RISE IN INEQUALITY** SOCIAL POLARISATION WILL INTENSIFY DUE TO ECONOMIC RECESSION
the WORLD WILL FACE A MORE **UNEQUAL SOCIETY** THAN EVER BEFORE
→ IN DEVELOPING COUNTRIES - **POVERTY ISSUES**

I BELIEVE it OUR DUTY to TAKE **CONCRETE MEASURES** - SETTING AGENDAS ON SOCIAL PROBLEMS RAISED
IMPORTANCE of **INFORMATION & COMMUNICATION TECHNOLOGY**
DIGITALIZATION BOOM TRIGGERED

WE WILL NEED to **STRENGTHEN CAPABILITIES & KEEP PACE** WITH THE CHANGES

DIGITALIZATION & SOCIAL DEVELOPMENT WELL-BEING OF ALL is a PRIORITY THEME

HUMAN RELATIONSHIP is a KEY

POLITICAL REACTIONS to the **CORONA CRISIS**
REVERSAL of NEOLIBERAL PRINCIPLES?

MOBILISATION of MASSIVE PUBLIC RESOURCES



EXTREME RELIANCE ON SCIENCE & EXPERTS

STRONG POLARISATION BETWEEN CARE & CONTROL

RELATIONSHIP BUILDING - **BASED ON CHANGE PROCESSES ON GENUINE PARTICIPATION** RECOGNISING the MULTIPLE DIMENSIONS of PERSONAL 'PROBLEMS'

TRACING & SHAPING the CORRESPONDING FACETS of SOCIAL BELONGING THROUGH **SKILLED PROFESSIONAL RELATIONSHIPS**

CRITICALLY MONITORING THE **GAPS** in SOCIAL RIGHTS
CREATE **LEARNING OPPORTUNITIES** → REFLEXIVITY → EFFECTIVE POLITICAL ACTION
→ SYSTEMIC ANALYSIS & PLANNING
SOCIAL WORK is a **HIGHLY COMPLEX UNDERTAKING**

CARING ALSO INVOLVES TAKING AUTHORITY - **REQUIRES LEGITIMISING THAT AUTHORITY**
ESTABLISH → EMBODY
BE a **CRITICAL FRIEND** to the PUBLIC ADMINISTRATION
WE HAVE BECOME USED to **SOCIAL DISTANCING**

STRENGTHEN SOCIAL SOLIDARITY - **BUILD ON HISTORICAL INSIGHTS** - LOOK AT HISTORIES



f scribbilicious | Instagram inkagrm

SOCIAL WORKERS PRACTICING SOCIAL RIGHTS AGAINST the **EROSION of SOCIAL SOLIDARITY** - LESSONS from THE



PROF. WALTER LORENZ



EFFECTS of COVID-19 → EXPOSE the WEAKNESSES & CLEAVAGES in our SOCIAL FABRIC

↑ INCREASED DEMANDS on SERVICES, WORKING CONDITIONS ~ COMPLICATED & STRENUOUS

EMPHASIS ON **MENTAL HEALTH PROBLEMS** - **LONELINESS** - **DEPRESSION** - **VIOLENCE**

EMPHASIS & DEMANDS on WHAT MAKES LIFE 'SOCIAL'

TENSION GROWING BETWEEN CONCERNS **BETTER CARE** vs **MORE CONTROL**

CORONA CRISIS EXPOSES → **WEAKENING of SOCIAL COHESION** → THREATENS to **DEEPEN SOCIAL DIVISIONS**

SOCIAL PROBLEMS - **DOES this PERSON FULLY BELONG to SOCIETY?** - **EFFECTS of MARGINALISATION**



SOCIAL WORK STANDS FOR: **INTEGRATION of POLITICAL POLARITY**

WE USE **RELATIONSHIP BUILDING** - **AUTONOMY** - **EQUALITY**
SOCIAL WORKERS USE A SPECIAL FORM OF RELATIONSHIP BUILDING THAT REPRESENTS THE RIGHT TO BELONG
→ **the KEY to FACILITATE CHANGES**

BELONGING in MODERN SOCIETIES

SOCIAL WORKERS CONSTITUTE this LINK to SOCIETY, are **CARRIERS of SOCIAL CITIZENSHIP** & HENCE of SOCIAL RIGHTS

AGAINST THE **SYSTEMATIC EROSION of CORE CONDITIONS**

BELONGING HAS BECOME CONDITIONAL & PEOPLE'S ENTITLEMENTS BEING QUESTIONED

the **ONE-SIDED EMPHASIS on INDIVIDUALISM, ACTIVATION, OBLIGATIONS** POSE a FUNDAMENTAL CHALLENGE to the **MANDATE & METHODOLOGY** of SOCIAL WORK

the **DISTINCTION BETWEEN DESERVING & UNDESERVING CLIENTS** → **RISK of BEING POLARISED** BETWEEN BECOMING a PRIVATE TRANSACTION or an INSTRUMENT of (CONTROLLING) STATES COMPELLING PEOPLE to ADJUST
→ **GROWING THREAT of NATIONALISM & RACISM** in NATIONAL & INTERNATIONAL POLITICS

SOCIAL WORK is EMBEDDED in SOCIAL POLICIES → GLOBAL AGENDA of SOCIAL WORK



Plenary 3 Keynote Address: “Changing Contours of Democratic Governance and Influence of Majoritarian Politics on Life of People.”

by Prof. Manoj Jha

Abstract

The world is going through the tumultuous times that is throwing complex demands and challenges for the society and polity to respond. Amidst these complexities, the nature and character of democratic regimes across different parts of the world is experiencing the emergence of newer forms of populist politics that thrives on widening the distance between communities. The 'othering' around religious and ethnic identities, migration, and perceived 'burden' on welfare are often deployed by majoritarian democratic regimes. It is in this backdrop; the address would explicate the changing contours of democratic governance and influence of majoritarian politics on the life and circumstances of people and communities that are vulnerable and marginalized.

Keynote Speaker: Prof. Manoj K. Jha



Professor Manoj K Jha is a Social Work Educator and an Indian politician who is a member of Rajya Sabha (Upper House) in Indian Parliament and also the National Spokesperson of his political party Rashtriya Janata Dal. During his last 25 years of being a Social Work Educator, he had taught in two central Universities, Jamia Millia Islamia and University of Delhi. He has been the Head, Department of Social Work, University of Delhi between 2014–2017. His research interests revolve around methodological and conceptual issues of social protest movements, minorities and marginalized communities. An academician-activist to the core, Manoj K Jha is a practitioner of emancipatory and anti-oppressive approach in Social Work aimed at promoting inter cultural and social relationships among various communities and social groups. He has designed and implemented rehabilitative and re-conciliatory action projects in Indian States of Gujarat and Rajasthan and has been part of several



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civil society fact-finding teams to respond to instances of violence and atrocities. His engagement with politics and civil society has enormously enriched social work education and practice in India.



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Plenary 4 Keynote Address: “Reshaping Social Work Education to Bridge Human Relationships and Sustainable Development: A Perspective of Middle Eastern Social Work”

by Prof. Dr. Sahar AlMakhamreh

Abstract

Human relationships, social protection, and development remain to be a priority for social work education. Based on the IASSW (2014) definition of social work, and Jordan's experience of social work education as it was shaped, particularly as triggered by the influx of refugees and the current protracted situation, I argue that sustainable development is achieved through critically analysing the intersection between the development of academic social work programmes and the responses to local and international needs. This analysis should examine the needs of the changing student body that now includes local, international and refugee students. Within these dynamics, the bridging of human relationships is an inevitable outcome.

The current global refugee crises have had a profound influence on social work education (Shaw & Ow, 2020). Jordan is one of the countries that has hosted the largest numbers of refugees. According to the UNHCR (2018a:2) four out of every five refugees are in protracted situations. Regional Response Plans call for strengthening education to deliver effective, evidence-based knowledge (3RP, 2017-2018). In light of Jordan's experience and context, social work education has shifted to include specialized academic programmes in order to contribute to better understanding of emerging challenges, and to better prepare for employment at local and international levels.

At the start of this century, Jordan's social work education system witnessed an expansion of post-graduate academic degrees in terms of number and specializations. This was in response to emerging social needs that also coincided with the need to support refugees and host communities. Such as, psychosocial challenges included survival of torture, trafficking, unaccompanied minors and elderly, child labor and online crimes.



Academic social work programmes advocated for and welcomed the inclusion of students with refugee status. This is alongside the increasing requests made by local NGOs for the delivery of specialized academic degrees, and for the training of their staff. This is in addition to the increased demand of international universities to establish exchange programmes, and to include their student body in Jordanian academic programmes specializing in refugees and forced migration (Al-Makhamreh and Libal, 2012; Al-Makhamreh, and Hutchinson 2018). The implication is a rich, unique and diverse student body. The inclusion of a diverse student body offers opportunities for innovative academic platforms and exchange of significant knowledge. This is aside from the opportunities of establishing long-term relationships and mutual understanding of each other culture. Here it can be argued that social work education promotes inclusiveness and social cohesion.

Having a very diverse student body, that includes those with refugee status, international (i.e Western) students with varying cultural sensitivity, in addition to both conservative and liberal local students, is indeed challenging for academics. Lecturers themselves need to become more self-aware, and to know how to address culturally and politically sensitive issues with cultural competence that bridges understanding.

Keynote Speaker: Prof. Dr. Sahar AlMakhamreh



Dr. Sahar AlMakhamreh is professor of social work at German Jordanian University(GJU). She was Head of Social Work Department and responsible for establishing the Professional Diploma and Master Programme in social work with Refugees and migration at GJU. She was Dean Assistance for Developing and Planning at AL-Balqa Applied

University.

Almakhamreh has been and is leading several EU research projects in Jordan and has extensive teaching experience in social work at Jordanian universities as well as



several EU universities at the MA programme. Prof Almakhamreh is one of the co-founders of the Jordanian Association of Social Worker. Currently, she was co-founder of MENA Civil Society Network for Displaced World Refugees and a member of the Higher Scientific Committee for Humanitarian Research at Ministry of Higher Education in Jordan.

In addition, Prof Almakhamreh acted as a consultant and a member of national strategies committee. AlMakhamreh is currently focusing on developing social work teaching and degree programme and interventions with local and refugees in Jordan.



Plenary 5, Keynote Address: “Social Policy to Connect People and Continents”

By Ms Petronella Helena Masabane

Abstract

Deliberate strategies should be developed to synergize a country’s social and economic policies, as there is no dualism between the social and the economic in development endeavors. Given the drivers of equity, inclusion and political empowerment, social policy necessarily includes a transformative agenda that impacts on more equitable social relations (for example, gender relations) and institutions. Social policy is inherently a political process. Thus, institutional arrangements involved in social policy formation and delivery should be designed to be democratic, participatory and based on respect for human rights. Namibia’s draft Social Protection Policy process has applied these principles.

Keynote Speaker: Ms. Petronella Helena Masabane



Ms Petronella Helena Masabane is an institutional capacity and basic services delivery expert with 30 years of experience in leadership and managerial roles in public sector initiatives in Africa.

She is the Deputy Executive Director in the Ministry of Health and Social Services, Namibia.

Previous positions held include Director of Social Welfare Services in Namibia; Disability Advisor for the African Union Commission; Deputy Chief of Party for a USAID-funded Governance and Democracy Programme in South Sudan; HIV/AIDS Specialist for UNICEF in Eastern and Southern Africa. Ms. Masabane is a Namibian citizen with a BA in Social Work and MBA in General and Strategic Management.

Plenary 6: Katherine Kendall Award Lecture



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HUMAN RELATIONSHIPS - KEYS TO REMAKING SOCIAL WORK FOR THE FUTURE



THERE'S NO DUALISM BETWEEN THE SOCIAL & THE ECONOMIC ECONOMY IN DEVELOPMENT ENDEAVORS

EQUITY INCLUSION POLITICAL EMPOWERMENT

SOCIAL POLICY

INCLUDES A TRANSFORMATIVE AGENDA IMPACTS MORE EQUITABLE SOCIAL RELATIONS

IT IS INHERENTLY A POLITICAL PROCESS & MUST BE BASED ON BEING DEMOCRATIC PARTICIPATORY RESPECT FOR HUMAN RIGHTS

COLLECTIVE EFFORT AIMED AT PROTECTING THE SOCIAL WELLBEING OF THE PEOPLE WITHIN A GIVEN TERRITORY

IMPORTANT FACTORS CENTRALITY OF THE STATE & SOCIETY TO THE DEVELOPMENT AGENDA

SECURE & IMPROVE THE LIVING CONDITIONS OF THE PEOPLE & PREVENT VULNERABILITY

AU AGENDA 2063 PEOPLE CENTERED PUTS CHILDREN 1ST GENDER EQUALITY ENGAGED & EMPOWERED YOUTH WOMEN EMPOWERED

AU SOCIAL AGENDA 2063 THE STATE'S PRIMARY RESPONSIBILITY TO DELIVER SERVICES RECOGNISING THE NEED TO CONTRACT TO COMPLEMENT STATE'S EFFORTS CIVIL SOCIETY COVID-19 MITIGATE MENTAL HEALTH CHALLENGES ECONOMIC CHALLENGES LIVELIHOOD ISSUES

PROVIDE NECESSARY SUPPORT TO KEEP THE FAMILIES TOGETHER WE HAVE MOBILIZED WORKFORCE TEAMS, EMPLOYED & UNEMPLOYED YOUTH, RECALLED RETIRED NURSES -> ASSIST FAMILIES IN ADOPTING NECESSARY COVID 19 PREVENTION MEASURES



ALSO RESPONSES TO CHILD CARE, ELDERLY CARE, MATERNITY & SEXUAL REPRODUCTIVE HEALTH CARE PROVISIONS PRIORITIZE -> MOST VULNERABLE FAMILIES ~ DISTRIBUTION OF FOOD & NECESSITIES

GENDER EQUALITY AS A CROSS-CUTTING GOAL INCREASE IN GENDER BASED & DOMESTIC VIOLENCE

SOCIAL PROTECTION AS A CROSS-CUTTING SOCIAL POLICY INTERVENTION CASH TRANSFERS, FEEDING SCHEMES, MICRO LOANS ~ STIMULUS PLAN

ACCESS TO GOOD & INCLUSIVE HEALTH & WELLNESS QUALITY & INCLUSIVE EDUCATION

ONLINE LEARNING POSSIBLE SCHOOL DROPOUTS ~ NEED TO HAVE INCENTIVES FOR CHILDREN TO RETURN LEARNING OPPORTUNITIES & TRAINING HAVE SUFFERED LOSSES

SUFFICIENT & NUTRITIOUS FOOD A NEED TO RESTART AGRICULTURE ACTIVITIES & ALSO INVOLVE STATE OWNED ENTERPRISES FORMAL LABOUR MARKETS & ENTREPRENEURSHIP ~ REOPEN INDUSTRIES & SMALL, MICRO & MEDIUM ENTERPRISES NATIONAL INNOVATION HUBS ~ SUPPORT TECHNOLOGICAL INNOVATIONS

INFORMAL & RURAL ECONOMIES ~ REOPENING OF OPEN MARKETS ~ EMPOWER VULNERABLE PEOPLE CULTURE & CREATIVE SECTORS ~ FIND WAYS TO SUPPORT ARTISTS ~ DIGITAL PLATFORMS TO KEEP CULTURE & SPORTS ALIVE

IMPACT OF ESCALATING CRIMES -> FRAUDULENT SCHEMES -> CYBER CRIME SUSTAINABLE GOVERNANCE & HUMAN SECURITY APPROACH ~ BUILD CAPACITY & RESILIENCE IN ALL THE AREAS OF GOVERNANCE

LEGAL FRAMEWORK -> PROTECTION OF RIGHTS KNOW YOUR RIGHTS POLICY DEVELOPMENT IS INFORMED BY HARD EVIDENCE, NORMATIVE, CONCEPTUAL & THEORETICAL SUSTAINABLE DEVELOPMENT PRIORITIES

WE HAVE THE MORAL, ETHICAL & EXPERIENCED VOICES -> MAKE IT HEARD!

Ms. PETRONELLA HELENA MASABANG





“Social Work and Social Development Responses to the Covid-19 Pandemic: Lessons from the Global South”

By Prof. Leila Patel

Abstract

The search for solutions to promote social and economic justice, better human well-being outcomes and more equitable and stable societies are global imperatives encapsulated in the SDGs. These challenges have now multiplied and deepened due to the crisis presented by the Covid-19 pandemic that has had far-reaching consequences for people’s every-day lives. Not only has it reversed significant human development gains made in recent years, it has also deepened social and economic inequalities, increased vulnerability to poverty and food insecurity and has resulted in rising levels of violence against women and children, and compromised mental health.

In this lecture I will reflect on country level social development responses and will address two related questions: First is what might we learn from social work and social development responses in the Global South to mitigate the impact of the pandemic and to help Covid-19 recovery? And, second, what kind of social work is needed to achieve the SDGs, which continue to be the best way forward to respond to the development impacts of the pandemic. I will conclude with a few pointers for transforming social work education in development contexts.



Katherine Kendall Memorial Award Lecture Speaker: Prof. Leila Patel



Professor Leila Patel is Professor of Social Development Studies and holds the South African Research Chair in Welfare and Social Development, University of Johannesburg, South Africa. She is also the Founding Director of the Centre for Social Development in Africa (CSDA) where she is based. Her recent books are *Development, Social Policy and Community Action: Lessons from below* edited with Marianne Ulriksen, HSRC Press, 2017; *Social Welfare and Social Development*, Oxford University Press, 2015 and *Social Protection in Southern Africa*, Routledge, 2014 (edited with James Midgley and Marianne Ulriksen). In 2014, Leila received the Distinguished Woman Scientist Award in the Humanities and the Social Sciences from the Department of Science and Technology and the National Research Foundation, South Africa; an Achievement Award in Social Development from the International Consortium for Social Development in 2019; the Katherine Kendall Award for advancing social work education internationally from the International Association of Schools of Social Work (2020) and the Science for Society Award from the Academy of Science of South Africa (2020). Leila has a post graduate diploma in social work, University of the Western Cape (SA), an MSW from West Michigan University (USA), and a PhD, from University of the Witwatersrand, Johannesburg (SA).



ISWED 2021

HUMAN RELATIONSHIPS - KEYS TO REMAKING SOCIAL WORK FOR THE FUTURE



PROVIDED the IMPETUS for the SOCIAL WORK PROFESSION to TAKE OFF

RISE OF

SOCIAL SECURITY, CRISIS-RELATED SOCIAL & EMPLOYMENT POLICIES

MULTIDIMENSIONAL POVERTY INCREASED

MORE THAN A HEALTH CRISIS

REVEALED OTHER FAULT LINES → weak & inadequate social service delivery systems & institutional challenges

LIMITED DATA EXISTS on SOCIAL WORK SERVICES

SOCIAL DEVELOPMENT & THE RISE OF SOCIAL PROTECTION

the exponential growth of SOCIAL PROTECTION POLICIES to REDUCE POVERTY, INEQUALITY, VULNERABILITY

RESET DEVELOPMENT THINKING & ACTION INTERNATIONALLY → PROFOUND IMPACT on SOCIAL WORK & STATE RESOURCES BETTER SPENT on ECONOMIC DEVELOPMENT INFRASTRUCTURE

the GROWING INSTITUTIONALISATION of SOCIAL ASSISTANCE & CASH TRANSFERS → expanded ENTITLEMENTS to ALL CITIZENS → REDISTRIBUTION of RESOURCES & SOCIAL RECOGNITION of GROUPS of PEOPLE LEFT BEHIND



WHAT WOULD BE THE MOST COST EFFECTIVE, ASSURED ACCOUNTABILITY, POTENTIAL LONG-TERM IMPLICATIONS

LARGELY ADAPTIVE RESPONSES BUILT on EXISTING SOCIAL PROTECTION SYSTEMS, SOME INCREASED BENEFIT LEVELS (VERTICAL EXPANSIONS) NEW BENEFICIARIES ADDED to EXISTING PROGRAMMES (HORIZONTAL EXPANSIONS)

HUMANITARIAN ASSISTANCE & COMMUNITY LEVEL SOCIAL SOLIDARITY

- FILLED VITAL GAPS in SOCIAL PROVISION in the EARLY STAGES of the LOCKDOWN in SOUTH AFRICA

CRAM TRACKED ECONOMIC & WELFARE IMPACTS of the PANDEMIC over 4 WAVES (2020) → INFORMAL SUPPORT at HOUSEHOLD & COMMUNITY LEVEL → VERY TARGETED → EFFECTIVE INFORMAL SYSTEMS of SUPPORT by CIVIL SOCIETY

BOTTOM-UP COMMUNITY SOCIAL SOLIDARITY INITIATIVES PLAYED a CRITICAL ROLE to FILL the HOLES in SAFETY

SOCIAL WORK RESPONSES EVIDENCE REMAINS SPARSE IMPACT → LOCKDOWNS & SOCIAL DISTANCING POLICIES on FRONT LINE SOCIAL WORKERS LOCKDOWN on SERVICE DELIVERY → SPURRED INNOVATION

LEAVING NO ONE BEHIND

UNIVERSAL GOAL to GUIDE all SOCIETIES in THEIR SOCIAL WELFARE POLICIES & PROGRAMMES (SOCIAL WORK CARE SERVICES)

EDUCATION INEQUALITIES HAVE DEEPENED → LACK OF ACCESS ACCELERATED TECHNOLOGY in SERVICE DELIVERY

IMPERATIVE → BETTER ARTICULATION BETWEEN SOCIAL ASSISTANCE & LABOUR MARKET STRATEGIES SOCIAL & SOCIAL WORK SERVICES to ADDRESS the MULTIDIMENSIONALITY of HUMAN NEEDS & IMPROVE SOCIAL OUTCOMES BUILD SOCIETAL RESILIENCE & RESPONSIVENESS to FUTURE PANDEMICS

SOCIAL WORK & SOCIAL DEVELOPMENT RESPONSES TO THE PANDEMIC: LESSONS from the GLOBAL SOUTH

KATHERINE KENDALL MEMORIAL AWARD LECTURE

PROF. LEILA PATEL





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Human Relationships – Keys To Remaking Social Work For The Future





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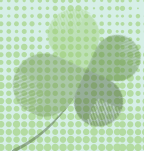
INTERNATIONAL SOCIAL WORK EDUCATION AND DEVELOPMENT ONLINE CONFERENCE 2021

Human Relationships – Keys To Remaking Social Work For The Future

Book of Abstracts: Symposiums & Workshops



Edited by
Ngoh Tiong TAN & P.K. SHAJAHAN
with
Agnes YEUNG



April 2021



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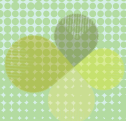


INTERNATIONAL SOCIAL WORK EDUCATION AND DEVELOPMENT ONLINE CONFERENCE 2021

Human Relationships – Keys To Remaking Social Work For The Future

Axis 1

Promoting human relationships, global context and sustainable development





Symposium 1	
Registration ID	25838
Co-authors	<u>Sidhva D.P.</u> ³ , Innes D.N. ¹ , Horsburgh T.Z. ² ¹ Inis-Inkcounselling.co.uk ² Salvation Army UK ³ The University of the West of Scotland
Axis	1
Topic	NEITHER HERE NOR THERE: CONCEPTS OF HOME IN A GLOBAL SOCIETY
Abstract	<p>What is home and why is it important? As our ability to move from place to place becomes easier and more accessible to more and more people, our definitions of home become far more complex. While research about home and place focuses to a large degree on place attachment and transnationalism, home is equally important to a wide range of populations including people who chose to migrate, refugees, children and young people (particularly those in care) and homeless people. This symposium seeks to explore concepts of home across a range of populations: transnational migrants of various ages, refugees and homeless people, bringing together an ever-increasing understanding about place and home and highlighting why it is important to explore concepts of home when working in policy and/or helping professions like social work.</p> <p>This symposium will weave together 3 case stories about what home means to different people and the growing base of research about home, place identity and place attachment to highlight the struggles people face as their definitions of home become more and more complex. Presented by 3 social work academics who are transnational migrants who work within the helping professions. Their stories and others' will highlight what 'home' means, how dynamic (or otherwise) this concept can be and why it is an important concept to include when considering policy and/or therapeutic interventions in a compelling, personal and engaging way. The symposium will address the following:</p> <ul style="list-style-type: none">1 Stories of what home means from the perspective those with lived experience of migration and/or homelessness1 Woven in with research about home, place identity and place attachment1 Addresses the complexity of a dynamic concept using engaging and compelling first-hand accounts1 Relevant to professionals within the policy and helping professions1 Adds 'home' to the conversation of things important in our lives



Symposium 2

Registration ID	25363
Co-authors	<u>Žalimienė L.</u> ¹ , Gevorgianienė V. ¹ , Gvaldaitė L. ¹ , Petružytė D. ¹ , Šumskienė E. ¹ , Seniutis M. ¹ ¹ <i>Institute of Sociology and Social Work, Faculty of Philosophy, Vilnius University</i>
Axis	1
Topic	Manifestation of aggressive behaviour in child removal from a family situation: institutional environment, and different actor's perspectives
Abstract	<p>The new paradigm of child rights protection in the country (2014) increased public sensitivity to child abuse. Media turned into a speaking trumpet fuelling discourse about the illegitimate aggressive behaviour of child protection workers in the process of urgent child's removal from a family. The purpose of the presentations is to disclose, are there a place for manifestation of aggressive behaviour of child protection workers in urgent child removal situation because of legislation, organisational, or personal factors. Qualitative research strategy was employed based on interviews with different actors to reveal how diverse social groups see and behave in the same situation of removal (First presenter). Building upon the Mannheimian concept of socially situated knowledge and the metaphor of the Rashomon effect, the presentation aims to analyse how members of diverse social groups draw different conclusions from the same child removal situation, from their own perspectives and in pursuit of their individual interests (Second presenter). Research results revealed that all four informants' groups (workers, adults, who were taken from their parents in childhood, as well as parents from whom the children were taken, and policemen who accompany the child removal process) have mentioned the behavior of workers which has some elements of psychological and physical aggression. However, informants differently explain the assumptions and functions of aggressive behavior in the child removal situations (Third presenter). Workers arriving at a family on a call about a possible danger to a child often experience stress not only directly related to the high responsibility of the decision they have to take. Stress is also caused by the living situation of a child. This living situation or the 'óikos' of a child becomes a source of indignation aversion. Despite that, professionals know how to rationalize their feelings – "I knew what I could expect and I knew that I had to cope with negative emotions" – sometimes the natural aversion breaks out. The disgust caused by inappropriate home conditions or the condition of parents (intoxicated, violent), may take the form of neglect, objectification, silencing (Fourth presenter)</p>



Symposium 5	
Registration ID	25279
Co-authors	<u>Luca Sugawara C.</u> ² , Bašić S. ¹ , Krasniqi V. ³ , Caha D. ⁴ , Makki Alamdari S. ² , Kim H. ² , Stanke K. ⁵ ¹ Faculty of Political Sciences, University of Sarajevo ² Indiana University School of Social Work ³ University of Prishtina ⁴ University of Osijek ⁵ University of Zagreb
Axis	1
Topic	HIGHER EDUCATION AND COMMUNITY-ENGAGED PROGRAMS: A STRATEGY FOR BUILDING LOCAL CAPACITY FOR COMMUNITY DEVELOPMENT IN POST-COMMUNIST COUNTRIES
Abstract	<p>This research examines the role of higher-education institutions (HEIs) in fostering local capacity development (LCD) in Croatia, BiH, and Kosovo. HEIs have become a platform of action: university presidents, policymakers, and local communities are recognizing that universities are key community assets, and that the contributions of students, faculty, staff, and alumni can support local communities' response to contemporary challenges. When universities work closely with local communities on behalf of local communities through community-based research (Boyer, 1990), teaching, service, and learning, both students and community members shape each other in profound ways. Given the interconnectivity between HEIs and local communities, we argue that universities can become central platforms for fostering local capacity development – a much-debated topic among social development actors (Morgan, 1998; Brinkerhoff & Morgan, 2010). However, LCD initiatives have missed an opportunity to engage universities as significant stakeholders in development initiatives. Likewise, universities, and the literature are overwhelmingly concerned with the impact of community engagement on student learning and faculty research, not on the communities themselves. To fill this gap, a team of researchers from the U.S., Croatia, BiH, and Kosovo embarked on a research project that aims: (1) to examine the extent to which HEI's community-engaged programs contribute to LCD, and (2) to identify the main contributions of these programs to LCD in post-communist countries. In this workshop, we will first present the status of community-engaged programs and their supportive policies. Further, we will examine the LCD approaches used by the international development projects to strengthen local communities, and lastly, propose a new framework in which LCD is closely connected to community-engaged higher education programs. The workshop will end by discussing preliminary findings from testing this framework in Croatia, BiH, and Kosovo. Implications for university administrators and social development actors will be discussed along with policy implications and practice. Learning Objectives: As a result of this workshop, participants will be able to:</p> <ul style="list-style-type: none">Develop a comprehensive understanding of the status of community-engaged university programs in Croatia, BiH, and Kosovo.Identify policies, strategies, and models that promote community-engaged university programs in the examined regions.Understand the contributions of community-engaged programs to the development of community capacity for sustainable development. <p>Target Audience: university administrators, faculty, civil society groups, policy makes, social workers, students, social development actors, general audience, local governance/leaders</p>



Workshop 1	
Registration ID	24673
Co-authors	<u>Kallinikaki T.</u> ¹ , Ramon S. ³ , Zaviršek D. ⁴ , Allegri E. ² ¹ <i>Department of Social Work, Democritus University of Thrace (Greece)</i> ² <i>University of Piemonte Orientale, Alessandria - Asti (Italy)</i> ³ <i>University of Hertfordshire (UK)</i> ⁴ <i>University of Ljubljana (Slovenia)</i>
Axis	1
Topic	Social Work With Refugees And Migrants: Learning From Comparative European Perspectives
Abstract	<p>The proposed workshop will highlight cutting-edge issues concerning the role of social workers, providing an overview of the foremost challenges faced in Europe by the profession at present. It draws from a comparative study via site visits to different organizations working with children and adult refugees and asylum seekers, interviews with social workers and when possible with their clients, in four EU countries (Greece, Italy, Slovenia and UK).</p> <p>This project was supported by the British Association of Social Workers International Development Fund, and aimed to acquire in-depth understanding of the types of migration social work each country has developed, identifying key activities, dilemmas, solutions and degree of effectiveness from the perspectives of social workers and the clients they support.</p> <p>The workshop will analyze key comparative examples of different interventions at micro, mezzo and macro levels of social work practice, and specific issues such as being a case worker in asylum procedure, a guardian of unaccompanied and separated children, a coordinator of an NGO and/or an UNCHR funded program, a team leader of in-situ projects or foster care provision, a front line receptor in places of disembarkation, or an activist. Barriers and facilitators will be highlighted.</p> <p>Further insights will be provided into human rights violations, limitations of national and international migration policies, delays in the examination of asylum seeking applications, consequences of the closed borders of the most EU member states, the expansion of smuggling, and increased hostile public opinion. These issues co-exist with the many experiences of trauma, conflict, organizational inflexibility, institutionalized power structures and cultural constraints.</p> <p>In interactive small groups exercise we will ask participants to express their views as to the impact of the current context on both clients and social workers, and what could be the positive contribution of national and international social work organizations.</p>



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Human Relationships – Keys To Remaking Social Work For The Future

Axis 4

*Gender and minority issues, and
social inclusion and integration*





Symposium 3

Registration ID	25375
Co-authors	<p><u>Sepúlveda P.3</u>, Hervías V.4, Valencia L.2, Alcázar A.1 <i>1Department of Social Work and Social Services, University of Granada, Granada, Spain</i> <i>2Department of Social Work, Metropolitan Technological University, Santiago of Chile, Chile</i> <i>3Social Work and Social Services Unit, Department of Labour and Social Security Law, University of Cádiz, Cádiz, Spain</i> <i>4Social Work and Social Services Unit, Department of Labour and Social Security Law, University of Cádiz, Cádiz, Spain.</i></p>
Axis	4
Topic	MOTHERHOOD AND PARENTHOOD FROM A FEMINIST SOCIAL WORK PERSPECTIVE
Abstract	<p>Being a mother is the most important role that society has declared for women, something that has a great impact in the lives of millions of women and men around the world. This idea has been transmitted since childhood (playing with dolls, for instance) and is widely represented in cultural media, often without questioning the meaning of “being a mother” or the choice of being one. In addition, it is not likely that someone portrays fatherhood as the most important job for men, and they are even represented as “help” to women. Within social work, motherhood is often approached from a social exclusion and poverty point of view (poor mothers, teenage motherhood, parenting abilities, childcare, etc.) and different intervention models are deployed. From a feminist social work perspective, however, different issues emerge from questioning gender roles: what does it mean to be a “good mother”?; how social, economic and welfare policies impact on women and motherhood?; how age, ethnic background, social class and other categories are related with motherhood?; what role play men and fatherhood in society?, among others. The presentation contents are: The “good mother” and “the good father” Representations as Barriers for Help-seeking in Gender Violence. Findings for a Feminist Social Work Practice—Paula Sepúlveda. Significance on Gender and Parentalities in Higher Education: Representations and Unequal Practices around Motherhood and Fatherhood. The case of UTEM-Chile— Lorena Valencia Carework and disability in Chile. Challenges for politics and social intervention from a human right perspective – Carlos Andrade</p>



Symposium 4	
Registration ID	25013
Author	<u>Lai K.H.</u> ³ , Kim J.T. ¹ , Feng Y. ² ¹ <i>Merry Year Social Company, Korea</i> ² <i>The Council of Social Welfare, Taiwan</i> ³ <i>The Hong Kong Council of Social Service</i>
Axis	4
Topic	THE ROLE OF SOCIAL INNOVATION IN BUILDING LOCAL COMMUNITIES IN NORTH EAST ASIA
Abstract	<p>NGOs in North East Asia region have paid much effort to promote and develop social innovation projects in order to address different social challenges, including but not limited to low fertility, ageing, poverty and polarization. Social innovation, social entrepreneurship, creating shared value, etc. are often quoted and discussed. New strategies, concepts, and ideas have been put into test through NGOs together with local communities, and very often the support of private philanthropists. An ecosystem is gradually built. Social capital is cultivated, and impact on public policy making is observed.</p> <p>The Symposium will provide an opportunity to share experiences of members of ICSW North East Asia region in promoting social innovation in different communities and working with governments with different philosophies. It will also provide a platform for exchange among practitioners and scholars from different regions.</p>



Symposium 6	
Registration ID	25460
Co-authors	<p>Arias Astray A.¹, Cohen C.³, Macgowan M.J.⁴, Howard A.², Doel M.⁵</p> <p>¹<i>Department of Social Work. Faculty of Social Work. Complutense University. Madrid. Spain.</i></p> <p>²<i>Research Foundation City University of New York and National Child Welfare Workforce Institute. New York. USA.</i></p> <p>³<i>School of Social Work. Adelphi University. New York. USA.</i></p> <p>⁴<i>School of Social Work. Florida International University. Florida, USA.</i></p> <p>⁵<i>Sheffield Hallan University. Sheffield, England. UK</i></p>
Axis	4
Topic	SOME BRUSHSTROKES ON THE PICTURE OF SOCIAL WORK WITH GROUPS AROUND THE WORLD: STANDARDS, EDUCATION, PROFESSIONAL PRACTICE AND RESEARCH
Abstract	<p>In this symposium, the participating authors discuss around some key aspects of social work with groups around the world. They pay special attention to the ongoing research on the use of the International Standards for Social Work Practice with Groups being carried out with the Inventory of Competencies in Social Work with Groups (IC-SWG) (Macgowan & Arias Astray). They also will present and analyze an exemplary case study on how groupwork is critical to achieving the Global Agenda (Howard). In addition, the symposium will analyze how a focus on group work could be increased in the Global Standards for Social Work Education to enrich the professional competences of future social workers (Cohen & Doel).</p>



Workshop 2	
Registration ID	24565
Co-authors	<u>Ramon S.</u> ² , Gutman C. ¹ , Cohen A. ¹ ¹ <i>Tel Hai College, Israel</i> ² <i>University of Hertfordshire, UK (Great Britain)</i>
Axis	4
Topic	Innovating Social Work Practice: Introducing Co-designed Shared Decision Making Training To Students And Practice Teachers
Abstract	<p>For the last two years we have been engaged with students of the final year BA in social work and their practice teachers in Tel Hai College in training them to apply shared decision making (SDM) with their clients across the range of social work, as part of their policy based research and practice. While developing since the late 20th century in health, SDM inclusion in social work came both earlier (e.g.in community work) and later (e.g. in family group conferences). We focused on SDM where the training is delivered by two co-leads, a service provider and a service user, thus demonstrating from the very beginning the coproduction element. This proposed workshop will focus on:</p> <ul style="list-style-type: none">- the values and conceptual framework underlying SDM (relationships are not only about empathy; the strengths approach, learning from success)- brief summary of existing evidence on SDM- SDM as a necessary and effective way to reduce the power differential between workers and clients in any field of social work, and thus to change the nature of these relationships;- SDM as a tool to motivate and activate clients towards becoming an active partner in the process of making key decisions about their lives.- SDM as a tool of handling uncertainty and risk taking- SDM as a tool of mutual learning- the choices, option and decision dialogue- the role of practice teachers in introducing and in implementing SDM. <p>Interactive teaching methods will be applied, Two video case studies, one of success and one which raises problematic issues will serve as a learning tool.</p> <p>We will also ask the participants to develop a scenario of central SDM themes in their own area of practice, education or research, and consider barriers and facilitators of implementing SDM in their area of work in the last 20 minutes of the workshop.</p>



Workshop 3

Registration ID	25987
Co-authors	<u>Cohen C.</u> ¹ , Howard A. ³ , Astray A.A. ⁴ , Simon S. ² ¹ <i>Adelphi University</i> ² <i>Loyola University Chicago</i> ³ <i>Research Foundation City University of New York and National Child Welfare Workforce Institute</i> ⁴ <i>Universidad Complutense de Madrid</i>
Axis	4
Topic	The Time For Groupwork - Connecting Experiences And Strategies To Advance Human Rights Through Education, Practice And Research In Social Work With Groups
Abstract	<p>Groups are central to human relationships, human rights and promotion of social justice. However social workers and partners rarely have opportunities to talk together about impacts, joys and demands of groupwork. This session engages participants with unifying interests in groupwork to enhance future work. We will discuss group and team-related</p> <p>experiences, innovative strategies and research.</p> <p>This session is unusual in drawing participants across geographic boundaries, fields of practice, and practice approaches. This session will be convened by a panel of social work leaders affiliated with the International Association for Social Work with Groups. Based on past workshops and special interest groups at Social Work and Social Development Conferences, including those in Adelaide, Stockholm, Melbourne, Seoul and Dublin (2004, 2012, 2014, 2016 & 2018), such sessions provide a venue to focus on work with groups, and support each other while sharing struggles and accomplishments.</p> <p>Bringing together SWESD 2020 attendees with expertise and interests in groupwork has the potential to expand collaborations around education, practice and research to insure and enhance human rights, human relationships and social change. The session will include brief presentations and strategy discussions, including attention to organizational and educational support, cross-national and cross-cultural similarities and differences, professional development and networking.</p> <p>The presenters/facilitators will use groupwork principles in engaging participants through the following flexible outline:</p> <ol style="list-style-type: none">1. Welcome and Introductions.(Including participants' groupwork highlights)2. Discussion of Groupwork Opportunities and Challenges3. Building and Sustaining our Connections (Networking, resource sharing; Emerging research and potential collaborations; Planning future events; Sustaining connections)4. Closing and Next Steps (Photo; Evaluation of session's process and outcomes; Next steps). <p>We will follow up with attendees wishing to participate in further communication, provide roster of interested participants, and summary of the session. Past sessions have been incubators of important international research and collaboration, including publications and innovations</p>



Workshop 4

Registration ID	26305
Author	<u>Gusak N.</u> ¹ ¹ National University of Kyiv-Mohyla Academy
Axis	4
Topic	Community-based Mental Health Services For Veterans In Ukraine – Toward Understanding The Social Work Professional Intervention
Abstract	<p>Since March 2014, Ukraine has been experiencing an armed conflict in the heavily populated regions of Donetsk and Luhansk oblasts. As of June 2019, there are more than 370,000 officially registered veterans participating in “Anti-Terror Operation” or “Operation of Joint Forces”, the terms officially used by the Ukrainian government for Russia’s aggression against Ukraine. At least 1,000 veterans have committed suicide due to post-traumatic stress disorder. Many of them suffer from depression and other mental health problems.</p> <p>This leads to an increasing need for mental health services across communities. The concept for community-based mental health services recognizes as ‘the network of services which offer continuing treatment, accommodation, occupation and social support, which together help people with mental health problems to regain their normal social roles’ (Strathdee & Thornicroft, 1997). Community-based care is the balanced care model, which includes a sector approach within the decentralization process and a mix of both hospital-based services, community-based care, occupational support, long-term residential care and some specialized services (Thornicroft at all 2016).</p> <p>The community-based mental health services are relatively new to Ukraine. As in all of the post-Soviet countries, mental health services in Ukraine were available in large state-owned inpatient psychiatric hospitals, located mainly in large cities. Social workers were excluded from the system and as a result, social work professional interventions in mental health were not well developed. Nowadays, in line with the broader health system, Ukraine is moving from the highly centralized and institutional system of mental health services provision to community-based mental health care.</p> <p>Discussion: the audience will be asked to discuss the role of social workers in community-based mental health services for veterans and evidence based social work professional intervention dealing with trauma, post-traumatic stress disorder, depression, substance use, suicide prevention, and other mental health problems. The mapping exercise will be proposed to the workshop participants.</p>



Workshop 5	
Registration ID	24565
Co-authors	<u>Cheung M.</u> ¹ , Chen X. ¹ , Gao F. ² , Leung P. ¹ , Huang Y. ¹ , Leung C.A. ³ ¹ Graduate College of Social Work, University of Houston, Houston, Texas, USA ² School of Social Sciences, Soochow University, Suzhou, CHINA ³ Social Work, Azusa Pacific University, Azusa, California, USA
Axis	4
Topic	Rice Therapy In Asian Cultural Context: A Pre-post-treatment Journey
Abstract	<p>Background: Rice Therapy (RT) is a “cultural touch” practice with client-initiated activities used in trauma recovery with a focus on creating and staying with positive energy (Cheung, 2018). With rice grains being a medium for transforming an art-oriented intervention into a client’s cultural world, this expressive approach aims to engage students/clients to comfortably disclose unjust concerns, inter- and/or intra-personal conflicts. RT materials are culturally relevant and connected to the client’s inner strengths, cultural resources, and desired changes (Cheung, 2014; De Little, 2012). This workshop will introduce RT and engage participants in art movement to illustrate how life forms can be manifested by connecting thinking, feeling and solution-seeking actions.</p> <p>Interaction Theme: An action-oriented approach will be used to engage audience in 7 steps:</p> <ol style="list-style-type: none">1. Learn about recent research results and RT effectiveness measures from two groups of 111 Chinese social workers in Suzhou, China. RANOVA results showed significant improvement on mood ($F(df=1, 49= 7.413, p = .009, h2 = .13)$).2. Identify RT materials as tools.3. Practice the “touch and grasp” relaxation procedure.4. Create RT artwork in fluid arrangements of rice-grains with various colors and shapes.5. Practice RT therapeutic questions.6. Identify a theme of thinking/feeling/doing with attention to cultural aspect of the RT creation.7. Share cultural meaning of applying this tool in education and practice. <p>Implications: Research results will be presented to attest to the positive outcome on mood improvement with RT as intervention. Educators and practitioners can use RT to promote positive social work. As a teaching strategy, RT creations generate a positive view of self in a clinical learning journey. Practitioners who learn RT as a self-care modality can raise self-awareness before applying RT with clients. The intervention outcome can be positively viewed by clients if the practitioners are enthusiastic about the RT process.</p>



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Human Relationships – Keys To Remaking Social Work For The Future

Axis 5

*Challenges and capacities of Social Work
Education and Research in promoting
human relationships*





Workshop 6	
Registration ID	25053
Co-authors	Ioakimidis V. ¹ , Sookraj D. ⁵ , Taylor E. ⁴ , Bertotti T. ² , Straub U. ³ <i>¹Centre for Social Work and Social Justice, University of Essex, UK</i> <i>²Department of sociology and social research, University of Trento, Italy</i> <i>³Frankfurt University of Applied Sciences, Frankfurt, Germany</i> <i>⁴Pathstone Mental Health - Family Intervention, St. Catharines, Ontario, Canada</i> <i>⁵School of Social work, University of British Columbia (Okanagan Campus), Kelowna, BC, Canada</i>
Axis	5
Topic	Revising And Updating The Global Standards For Social Work Education And Training
Abstract	<p>In 2004, the general assemblies of the International Association of Schools of Social Work (IASSW) and the International Federation of Social Workers (IFSW) approved the Global Standards for Social Work Education and Training. This document served as an aspirational guide, promoting excellence in social work education. In recent years, several developments have converged to influence social work education and practice. In 2014, the Global Definition of Social Work (2005) was updated through a joint initiative of the IASSW and IFSW. In 2018, the two organizations updated the Global Social Work Statement of Ethical Principles (2004) independently. Other aspects of the changing social work landscape include decolonizing approaches to education and practice, which encompass recognition of local and Indigenous knowledges and their inclusion in social work education and practice. They also include the United Nation's SDGs and the use of technology in education and practice. Consequently, the IASSW and IFSW embarked on a process of revising and updating the standards to reflect contemporary realities of social work education and practice.</p> <p>In this workshop, participants will learn about the proposed updated standards, the process of developing them and the challenges experienced in developing "universal" standards" while respecting local, national and regional contexts. Participants will engage in small group discussions aimed at critically examining the standards and the implications for education and training in their respective countries. Specifically, they will explore potential barriers, challenges and opportunities for implementing the standards. This workshop is a direct effort to encourage global participation and continuous discussion regarding the standards, as the process of updating the standards is equally as important as the For more information on the present standards, please review the following document: https://www.iassw-aiets.org/global-standards-for-social-work-education-and-training/</p>



Workshop 7	
Registration ID	24813
Co-authors	<u>Lwin K.</u> ¹ Brady E. ² ¹ University of Windsor ² Trinity College Dublin
Axis	5
Topic	Re-conceptualizing Evidence-informed Practice Curriculum In Social Work Education
Abstract	<p>Social workers are tasked with navigating multiple social systems while addressing the complex needs of individuals and families. This practice often occurs in time pressure situations, in an emotionally charged environment, with multifaceted social issues, and within an organizational context. All of these environmental factors increase the likelihood of decision- making errors as a result of cognitive biases. Cognitive biases have the potential to impact practice through the application of unconscious thoughts to action. Evidence-informed practice (EIP) is oft discussed as a foundation for everyday ethical social work practice and a potential mitigator of cognitive biases.</p> <p>Further, EIP is being woven throughout organizational goals, policies, and legislation and is expected of social workers in their everyday practice. Social work education, however, does not adequately address everyday EIP in its curriculum. This workshop will present a re- conceptualization of everyday EIP for social work in various contexts. EIP will be presented as the deliberate consideration of key factors (case context, service user values and preferences, social worker and organizational biases, research evidence) and their application to practice via critical thinking. Everyday EIP allows for the inclusion of specialized knowledge or services and acts as a base for ethical social work services. Through participant exercises, this workshop will illustrate how cognitive biases impact our thinking and actions. We will also utilize a case study to illustrate the application of EIP to everyday social work practice through critical thinking. This workshop is targeted towards social work educators interested in promoting EIP and the critical thinking of our future social workers.</p>



Workshop 8	
Registration ID	24668
Co-authors	<u>Sicora A.</u> ¹ , Frost E. ² ¹ <i>University of Calabria, Italy</i> ² <i>University of West England UWE Bristol, England</i>
Axis	5
Topic	Working With Emotions: A Laboratory Of Reflective Practice In Social Work Education
Abstract	<p>Emotions have often been described as obstacles to effective social work. A detached attitude towards service users is still considered by many as one of the fundamental components of being a good practitioner in any helping profession. This idea excessively simplifies a more complex reality in which empathy, intuition and other ‘non-rational’ components appear, on the contrary, key ingredients of many successful helping interventions. Nevertheless many social workers still consider their emotions as a source of shame rather than a way to enrich their understanding of the world around them. This workshop aims at helping the participants experience some reflective strategies for exploring and sharing emotions whose potential for improving professional relationships with service users is often neglected in social work education. Firstly a series of concepts and approaches such as ‘emotional intelligence’ by Daniel Goleman, ‘emotional agility’ by Susan David and ‘self-compassion’ by Kristin Neff and Chris Germer will be introduced. Secondly, an adapted version of</p> <p>the Gibbs’ reflexivity cycle, a form of synthetic reflexive writing (“bonsai” micro- stories). This is in preparation for the third and last part of the workshop, in which the participants will be invited to reflect on some of their professional experiences that involved strong emotions. This demonstration of the proposed techniques is intended to clarify the educational value of reflective practice applied to the sphere of emotions in social work field practice.</p> <p>At the end the participants will share their learning, with a focus on improving their reflection on emotions and their understanding of promoting the well-being not only of themselves, but also of their students and indirectly of the social work service users.</p>



Workshop 9	
Registration ID	24549
Co-authors	<u>Harms-Smith L.</u> ¹ , Rasool S. ² <i>¹Robert Gordon University, Aberdeen, Scotland</i> <i>²University of Johannesburg</i>
Axis	5
Topic	Why Decoloniality In Social Work Education: Lessons From Africa
Abstract	<p>Historical racist oppression thorough colonisation and current neo-liberal economic policies, have led to ongoing Coloniality of power, being and knowledge (Quijano, 2007). These ongoing conditions are similarly reflected in global Coloniality evident in both the geo-political context (Ndlovu-Gatsheni, 2015; Trafford, 2019) and in the</p> <p>natural world (Mignolo, 2007). Colonial power relations and relations of domination are reinscribed through institutional racism and the universalising bourgeois, white, European male ideal. The hegemonic power of liberal post-colonial higher education institutions are still indicted with lack of transformation and a reliance on Eurocentric,</p> <p>Judeo-Christian curriculum content have been challenged by students' movements during recent years. There is also a critical imperative that 'Western' or 'Northern' contexts also engage in work towards disrupting coloniality – which we argue should seek out and benefit from lessons from Africa. The problems of Decoloniality is theorised by merging a number of theoretical approaches including Black feminist voices such as processes of change in conditions of colonialism and racism; Decoloniality of power, being and knowledge; critical conscientisation, praxis, and psycho-politics; understandings of epistemic decoloniality. This discussion will reflect on the need for and examples of processes of engagement in work towards Decoloniality. This process and its outcomes, hold potential for use in other contexts of social work education and practice.</p>



Workshop 10	
Registration ID	26358
Co-authors	<u>Banks S.</u> ² , Bertotti T. ¹ , Sobočan A. ³ , Strom K. ⁴ ¹ <i>Department of Sociology & Social Research, University of Trento, Italy</i> ² <i>Department of Sociology, Durham University, UK</i> ³ <i>Faculty of Social Work, University of Ljubljana, Slovenia</i> ⁴ <i>University of North Carolina at Chapel Hill, USA</i>
Axis	5
Topic	'Slow Ethics': Bridging Differences And Creating Dialogue In Social Work Education
Abstract	<p>This workshop will be facilitated by four experienced teachers of ethics in social work from Italy, Slovenia, UK and USA. Our theme is 'slow ethics'. We will explore how we can move in teaching from seeking quick-fire responses to two-choice dilemmas, to a much slower process of deliberation and dialogue that acknowledges complexity, values different perspectives, takes time to listen to alternative views, hones ethical sensitivity and attentiveness to context, allows for emotional engagement and facilitates the rehearsal and ethical evaluation of choices and actions. We will introduce the concept and practice of 'slow ethics', explaining its value in contexts where social workers are short of time, follow checklists, feel pressured to make quick decisions and generate timely outcomes. Slow ethics, on the other hand, encourages us to take more time to consider what rights and responsibilities are at stake, what possible courses of action might be available, to build relationships of care and compassion, to see the bigger picture and challenge structural inequalities.</p> <p>We will take participants through a series of exercises, from 1) eliciting quick individual responses to a short dilemma encapsulated in a couple of lines, through 2) working in groups on a more detailed case study of the same situation</p> <p>using an ethical decision-making model, to 3) enacting an episode from the situation using principles of forum theatre and then discussing together what was observed and felt.</p> <p>We will reflect together on learning from the workshop and the implications for ethics teaching in universities and ethics support and consultation in practice.</p>



Workshop 11

Registration ID	25834
Co-authors	<p>Ross N.⁵, Gilbert R.³, Haslam K.¹, Torres S.⁶, Dugas K.⁴, Hamilton-Hinch B.²</p> <p>¹<i>School of Dental Hygiene, Faculty of Health, Dalhousie University</i></p> <p>²<i>School of Health and Human Performance, Faculty of Health, Dalhousie University</i></p> <p>³<i>School of Health Sciences, Faculty of Health, Dalhousie University</i></p> <p>⁴<i>School of Social Work, Dalhousie University</i></p> <p>⁵<i>School of Social Work, Faculty of Health, Dalhousie University</i></p> <p>⁶<i>School of Social Work, Laurentian University</i></p>
Axis	5
Topic	Defining Attributes That Promote Mental Health In Undergraduate Students Who Have Adverse Childhood Experiences In A Neoliberal Educational Context
Abstract	<p>Members from an interdisciplinary research team will present the findings from a cross-sectional survey study which explored attributes that promote mental health in students who have adverse childhood experiences (ACEs) and associations between mental health, ACE and resilience. It was hypothesized that ACEs have a negative impact on the mental and the social well-being among the study population which consisted of undergraduate students attending Dalhousie University, Halifax, Nova Scotia Canada. Three hundred students completed a secured anonymous online survey through Opinio that contained the following validated tools: ACE questionnaire; The Perceived Stress Scale; The Ruminative Survey; Reflection Questionnaire; The Heart Forgiveness Scale; The Adult Dispositional Hope Scale; Mindfulness Attention Awareness Scale; and the Adult Resilience Measure. We will discuss the results from multivariable modelling to examine the association between high ACE scores, health/behaviour outcomes and resilience, controlling for confounding variables. We will identify a group of 'resilient' individuals (defined as those who experience high adversity and high resilience) and compare their characteristics to other groups of individuals with different patterns of adversity and resilience (high adversity and low resilience: 'maladaptive'; low adversity and high resilience: 'competent'; and low adversity and low resilience: 'vulnerable').</p> <p>Team members will define supports for positive mental health in students who have adverse childhood experiences. This approach is important for social work practice because: the recognition of the prevalence of ACEs and potential consequences has been paralleled by the development of interventions for mitigating the lifetime physical health and psycho-social consequences of ACE; Canadian post-secondary institutions have yet to explore and integrate interventions.</p> <p>Audience interaction will include evaluation and discussion of the challenges of higher education to resist highly individualizing and alienating tendencies in the current globalized and neoliberalist context to develop approaches for mitigating the physical health and psycho-social consequences of ACEs in students.</p>



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Human Relationships – Keys To Remaking Social Work For The Future

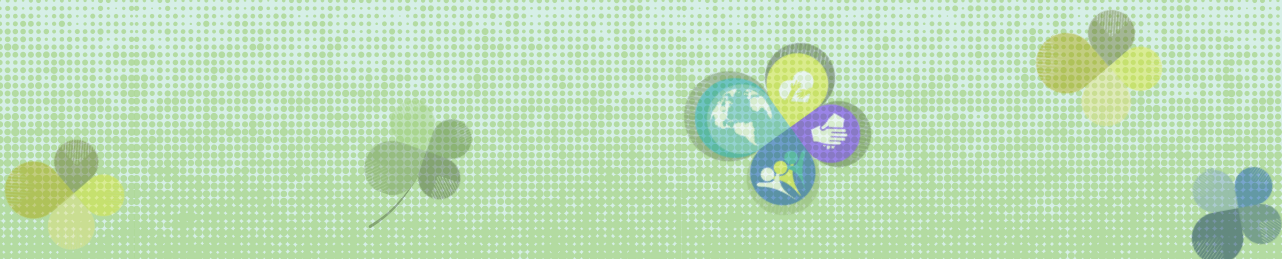
Special Regional Dialogue



Partnership in Social Work Education along the New Silk Road: Opportunities, Challenges and the Way Ahead

Abstract:

The ancient Silk Road was a network of trade routes connecting the East and West, and had played a significant role in facilitating economic and cultural exchanges among countries and civilizations along the way. Since 2000, the IASSW initiated a series of exchange and capacity-building programs among social work schools along the New Silk Road through its “Regional Resource Centre” located at “The Peking University-Hong Kong Polytechnic University China Social Work Research Centre”. The purpose in developing these partnership initiatives is to enhance regional connectivity, mutual understanding and appreciation of cultural diversity. In this workshop, social work educators from Chinese mainland, Hong Kong, Israel, Kazakhstan, Thailand and Vietnam will reflect on their partnership experience, the insights they have gained through the process, and their vision for future collaboration.





Regional Dialogue

Partnership in Social Work Education along the New Silk Road: Opportunities, Challenges and the Way Ahead

Session Chair:

Angelina YUEN

- Introduction: Partnership in Social Work Education along the New Silk Road: Opportunities, Challenges and the Way Ahead



Prof. Angelina Yuen was Vice President (Student and Global Affairs) of The Hong Kong Polytechnic University prior to her retirement in 2018. She is now Honorary Professor of the Hong Kong Polytechnic University, Chairman of the Executive Committee of Keswick Foundation, Co-Chairman of the Hong Kong Social Service Professional Alliance of the Guangdong-Hong Kong-Macau Greater Bay Area, Honorary President of the Hong Kong Social Workers' Association, and Honorary Advisor of the Hong Kong Academy of Social Work. She was awarded Justice of Peace in 2002, and Bronze Bauhinia Star in 2008 by the Hong Kong SAR Government.

Prof. Yuen was President of the International Association of Schools of Social Work (IASSW) from 2008 to 2012. Prof. Yuen continues to play an active role in the development of social work, social work education in different parts of the world.

In the Chinese Mainland, Prof. Yuen is Executive Committee Member of the All-China Federation of Women, Consultant for Overseas Talents in Beijing, Hon. Advisor of the China Association of Social Work Education, and the World Vision of China. She is also Hon. Professor of Peking University, China Women's University, Sichuan University, Huazhong University of Science and Technology, Xian Jiaotong University, and Yunnan University.



Panelists

Benjamin KU

- Envisioning International Social Work Partnership along the New Silk Road:
Example of Hong Kong



Dr. Hok Bun KU got his PhD from the department of anthropology and sociology at SOAS, University of London. He is associate professor, panel chair of sociology, program leader of Doctor in Social Work in the Department of Applied Social Sciences at the Hong Kong Polytechnic University. He is also honorable professor at the China Youth University for Political Sciences. He is the director of the Peking U-PolyU Social Work Research Center and China Research and Development Network. He is chief editor of China Journal of Social Work and associate editor of Action Research Journal.

He was Fulbright Scholar at Washington University in St. Louis in 2007 and Senior Research Fellow at Durham University in UK. He was an honorable professor at the Minzu University of China, Yunnan University, Sun Yat-sen University in China, and Shandong Youth University for Political Sciences. He was also visiting scholar at the Central China Agriculture University, Taiwan National Central University, and York University in Toronto.

Dr. Ku heavily engages in practice and action research in China. He endeavors to advocate the participatory research methodology. He has been involved in China's rural development for about 20 years and has written extensively on topics related to rural development, cultural politics, participatory design, social exclusion and marginality, and social work education.



Sabira SERIKZHANOVA

- Development Prospects of Social Work in Kazakhstan in the context of Regional Collaboration along the New Silk Road



Ph.D, al-Farabi Kazakh National University, Kazakhstan

Sabira Serikzhanova received her B.Sc in Social Work from al-Farabi Kazakh National University, Kazakhstan. She holds an MSc and a Ph.D in Sociology. She has published on new forms of inequality in urban space, neighborhood effects and young scholars careers.

Her researches have been supported by, among others, the Ministry of Education and Science of the Republic of Kazakhstan, N. Nazarbayev Foundation and Open Society Foundations.

She serves as a Deputy Head of the Department of Sociology and Social Work for Science and International Relations at al-Farabi Kazakh National University.



Nguyen LAN

- Social Work Development in Vietnam: Professionalization, Indigenization, and its Challenges

Nguyen Thi Thai Lan, BA, MSW, PhD in SW is a senior social work lecturer at the University of Social Sciences and Humanities, Vietnam National University Hanoi. She is among the first generation of qualified trained social work lecturer and the pioneer in social work education in Vietnam. Her main interests are: social work in child protection, social work indigenization and authentization, social care, social work research and social welfare.



In-Young HAN

- Cross-border Collaboration between New Silk Road Countries (Collaboration between Ewha Women's University and Royal University of Phenom Penh, Cambodia)



Professor Emeritus, Ewha Womans University

Former President, Seoul Welfare Foundation

Tai-Yong CHEN

- NGO Collaboration between Thailand and China to foster Social Work Network along the New Silk Road



In 1981, after graduation from Nanchong Agricultural College, Chen Taiyong worked as a livestock specialist in Jianyang County Bureau of Animal Husbandry. In 1991, he joined China Office of Heifer International, an international NGO for poverty alleviation, served as program assistant, program director and country director. Since 2008, Chen Taiyong has been vice board chair, legal representative and executive director of Sichuan Haihui Poverty Alleviation Center. In 2009, he got Master of Social Work (China) from Hong Kong Polytechnic University. He is con-currently out-of-school tutors in the Master of Social Work programs of Southwest University of Finance and Economics and Southwest Petroleum University.



Feng-zhi MA & Joshua Lai SHEN

- Developing partnerships along the New Silk Road through mutual learning:
Experiences of the China Association of Social Work Education (CASWE)

Dr. Ma Fengzhi is professor of Peking University. She is also the vice president and secretary-general China Association of Social Work Education (CASWE), and vice president of National MSW Education Committee. Dr. Ma's research interests focus on social work education and social work theories.

Dr. Shen Li (Joshua Shen) is an associate professor and MSW Program Director of Shanghai Normal University. He is also the Deputy Director and Secretary-General of the Social Work Supervision Committee of the China Association of Social Work Education (CASWE), and the Director of the Social Work Ethics Committee of the Shanghai Association of Social Workers. Dr. Shen's research interests focus on social work ethics and social work supervision.



Mona KHOURY-KASSABIN

Head, School of Social Work and Social Welfare, The Hebrew University of Jerusalem

Roni Strier

Associated Professor at the School of Social Work at the University of Haifa, Israel

- Contribution of Israel in enhancing regional collaboration among schools of social work along the New Silk Road.



Mona Khoury-Kassabri is a full professor and the Dean of the Paul Baerwald School of Social Work and Social Welfare at the Hebrew University of Jerusalem. She is also the Advisor for Minorities Affairs to Hebrew University President, and the Head of the University Steering Committee for Accessibility to Higher Education among Arab Students. Prof. Khoury-Kassabri is the head of

the committee appointed to examine the Hebrew University diversity policy which is part of the Israeli Present's initiative "Israeli Hope in the Academia". She is an alumna of the Israel Young Academy and a member of the Global Young Academy. Her research evolves around issues related to child and youth welfare. She is especially interested in the area of children and youth at risk for becoming perpetrators and victims of violent and delinquent acts.

She was a Visiting Professor at the Factor-Inwentash Faculty of Social Work University of Toronto for two, non-subsequent, academic years, between the years 2011-2012 and 2016-2017. Together with Prof. Mishna, the previous Dean of the Faculty, they study youth involvement in cyberbullying in Canada and in Israel.



Prof. Roni Strier is an Associated Professor at the School of Social Work at the University of Haifa, Israel. His areas of teaching and research are social exclusion, poverty, university-community partnerships, and fatherhood studies. He is the founder of the Leadership and Social Change Track at the SWMA Program, the Interdisciplinary Center for the Study of Poverty and Social Exclusion, the University of Haifa Flagship Program "Fighting Social Exclusion and Promoting Solidarity", and the founder and present academic chair of the University of Haifa Academic Unit for Social Mobility and Higher Education. Prof. Strier has published multiple articles in main academic journals such as Higher Education, Journal of Social Policy, British Journal of Social Work, Social Work, etc.





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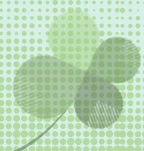
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Human Relationships – Keys To Remaking Social Work For The Future

Book of Abstracts: Oral Presentations



Edited by
Ngoh Tiong TAN & P.K. SHAJAHAN
with
Agnes YEUNG



April 2021



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Human Relationships – Keys To Remaking Social Work For The Future

Axis 1

*Promoting human relationships, global
context and sustainable development*





Oral Presentation	
Registration ID	04101
Given Name	Hoa
Family Name	Nguyen
Region/Country	New Zealand
Axis	1
Topic	Young Care Leavers in Vietnam – Lotus in the Mud Pond
Abstract	<p>For young people leaving care, the ability to adapt and adjust during the transition is crucial for their well-being as well as success later in life. The most well-known research in this area is largely confined to richer countries although some work is beginning to emerge in middle and low-income countries. This research aims to provide an overview of experiences of young care leavers from different private and public care centers in Vietnam; looking at their progress in different areas such as education, accommodation and work, friendship, biological family connection, and adjustment to life after leaving the centers. Themes were extracted from 25 interviews with young care leavers living in the South of Vietnam. The findings revealed some of the challenges that our young care leavers have due to their upbringing and family circumstances. These include the financial insecurity, feeling of loneliness, feeling of being stigmatized, the lack of personal identity, and lack of support. It is also striking in the data that the young people are very active in responding to those challenges and rise above them. Despite the adversities, data also shows a strong sense of duties and responsibilities to the care centers and the biological families among our young care leavers.</p>
Bio	<p>Dr. Hoa Nguyen is a Senior Lecturer at the School of Healthcare and Social Practice, Unitec Institute of Technology, New Zealand. Nguyen got her Ph.D. in Social Work and Master of Social Work from University of Minnesota, USA. She has been doing research and publishing in the area of young care leaver in Vietnam, financial capability and financial self-efficacy, children exposed to domestic violence, and experiences of undocumented immigrants in New Zealand. Before working at Unitec, Nguyen coordinated an international program called SWEEP that helps Vietnam enhance their social work education. Nguyen has published her work in various peer-reviewed journals and recently published a book titled “The International development of social work education: the Vietnam experience” with her SWEEP colleagues about their work in Vietnam. Nguyen currently teaches courses in advanced social work theories, research methods, community development, and Treaty based practice.</p>



Oral Presentation	
Registration ID	22608
Given Name	Steven Sek-yum
Family Name	Ngai
Region/Country	Hong Kong
Axis	1
Topic	Effects of Supportive Interaction and Facilitator Input Variety on Treatment Adherence of Young Patients Participating in Mutual Aid Groups
Abstract	Early-onset chronic health conditions impose an escalating burden on young people, their families, and society. While the existing literature has pointed out that treatment adherence is an important factor in achieving optimal clinical outcomes and participation in mutual aid groups could improve treatment adherence of people with chronic health conditions, a lack of understanding exists of the change mechanism—particularly the effects of supportive interaction and facilitator input variety, two influential components of mutual aid groups, on treatment adherence of group members. This study aims to examine the underlying mechanism of how supportive interaction and facilitator input variety in mutual aid groups impact upon treatment adherence of young people with chronic health conditions, with consideration of different types of time effects, which have been rarely studied in the existing literature. A stratified random sample of 391 individuals aged
Bio	Dr. Steven Sek-yum Ngai is Professor of the Department of Social Work at The Chinese University of Hong Kong (CUHK). His current research interests are in the areas of social exclusion and youth citizenship, mutual aid and youth empowerment, and service-learning and leadership development. In total, he has published over 180 articles on these areas, including 120 refereed publications in journals, books and conference proceedings. Since 2000, he has conducted 32 research projects. Among them, four are funded by the Research Grants Council of Hong Kong and another 21 commissioned by government bureaus/NGOs in Hong Kong or Macau. Given his ongoing efforts and remarkable performance in teaching and research, he received CUHK Research Excellence Award in 2011 and CUHK University Education Award in 2014.



Oral Presentation	
Registration ID	22864
Co-authors	Pontsho James Mmadi, Sello Levy Sithole, Tebogo Madiane Anna Mahlatjie
Region/Country	South Africa
Axis	1
Topic	More Graduates Are Leaving South Africa For Greener Pastures In The United Kingdom: A Case Study Of 2019 Social Work Cohort
Abstract	Post-graduation, it is commonly expected that graduates will seek job opportunities in their home countries. Nevertheless, the opposite tends to happen, where graduates, with specific reference to social workers, seek job opportunities in the United Kingdom. In pursuit of understanding factors contributing to the aforesaid, this research revealed that social workers' motives for leaving South Africa to work abroad were influenced by the need for: employment, good working conditions, and upward mobility (good salaries). This study adopted a qualitative research paradigm, and the ecological system perspective gave guidance. Ten social workers were interviewed face-to-face and telephonically in South Africa. Data was analysed thematically. As expected, apt recommendations are provided by the study.



Oral Presentation	
Registration ID	22969
Given Name	Wen-Jui
Family Name	Han
Region/Country	United States
Axis	1
Topic	Precarious Parental Work And Family Poverty Experience In The First Six Years Of A Child's Life
Abstract	<p>Building upon theories on employment and poverty, we examined the association between parental precarious work and a child's poverty experiences during early childhood. We used the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B), a nationally representative survey followed a cohort of approximately 10,700 children born in the United States in 2001. Data were collected from parent interviews when children were months old (2001–2002), 2 years old (2003–2004), 4 years old (2005–2006), and 5 to 6 years old (2006–2007). We used four indicators to proxy for parental precarious employment – occupation prestige, hourly wage, weekly work hours, and nonstandard work schedules with a Latent Class Analysis (LCA) to distinguish patterns of precarious employment. We then used multivariate regression analyses controlling for a rich set of child and family characteristics to examine the links between parental precarious employment and family's multi-dimensional poverty experience measured by depth, volatility, and duration. The LCA identified five classes of maternal employment patterns and three classes of paternal employment patterns ranging from part-time low-wage low-skilled jobs with nonstandard schedules to full-time high-wage high-skilled jobs with standard schedules. Regression results indicate that about half of children were poor at some point during their early childhood with various poverty depths, changes in family income, and not-short-lived poverty. And about two-thirds of the children who had parents worked at jobs with a certain degree of precarity. For both the mother and the father, engaging in precarious work significantly increased the probability of children experiencing economic stress: (1) being near-poor, poor, or extremely poor, 2) volatility in family income, and 3) more spells of poverty. Results in this paper shed new light on the sensitivity of families' economic status to the precarious work conditions that have been on the rise in a society increasingly characterized by income inequality.</p>
Bio	<p>Wen-Jui Han, is currently a Professor in the Silver School of Social Work at New York University in New York, USA, and the co-Editor-in-Chief of the International Journal of Social Welfare. Dr. Han has substantive knowledge and skills from multidisciplinary training in sociology, developmental psychology, economics, and public policy to build her broad background in the issues surrounding policies and services designed to enhance the welfare of children and their families. Her research interests are in the area of child care, parental work, child and adolescent well-being, immigrants, and public policies. She recently (May 2020) collected data on 1,000 parents with young children in the United States about their experience with COVID-19, paying attention to the links between precarious parental employment and parental mental health amid COVID-19. Her work has been published in highly-regarded peer-reviewed journals in various disciplines including Demography, Developmental Psychology, Public Health, Public Policy, and Social Work. Dr. Han received her Ph.D. in Social Work (with an emphasis in Social Policy) in 1998 from Columbia University School of Social Work.</p>



Oral Presentation	
Registration ID	22975
Given Name	Aamir
Family Name	Jamal
Region/Country	Canada
Axis	1
Topic	Canadian Muslim Youth, Identity Construction in Context of Global Conflicts
Abstract	<p>We seek to understand the wider context of extremism among Canadian Muslim (CM) youth through exploring the factors contributing to, and hindering the development of, meaningful and stable CM identities in an era of religious extremism and global conflicts. Extremism emerges from fissures within fluctuating social, political, cultural, and religious contexts of transnational Islam. Thus, it is important to study not only extremism but the background from which it emerges. We explore identity construction among CM youth, examine multiple theoretical understandings of how identities are negotiated and transformed within these larger and conflicting contexts, and make recommendations to government, policy makers, NGOs and the Muslim community. We seek to address the following questions 1.How do CM youth construct, negotiate and maintain their individual, communal, religious and transnational identities? 2.What are the factors (e.g. gender, religion, experiences of discrimination etc.) impacting upon CM identity development? 3.What features of the narrative sense-making environment attract, justify and support some CM youth moving to extremism? 5.What avenues and strategies of prevention and disengagement do Muslim community, religious, and political leaders, and Islamic scholars see as most promising in positive youth development? Through interviews with CM youth and a Delphi study with the community, we develop a framework to evaluate how and where self, others and the conflict in between is negotiated and transformed. This has important implications for social, cultural and political discourse as it informs professionals and lay people alike to the complexity of developing CM identity, and provides insight into how such identities might be fostered. We identify avenues and strategies of prevention and disengagement that Muslim communities see as most promising in safeguarding security, building resiliency, and promoting positive youth development.</p>



Oral Presentation	
Registration ID	23039
Given Name	Hadijah
Family Name	Mwenyango
Region/Country	Uganda
Axis	1
Topic	Health Needs and Services for Refugee Women and Children in Uganda's Settlements: Articulating a Role for Social Work
Abstract	<p>Approximately 70.8 million individuals are displaced worldwide and of these 25.9 million are refugees (United Nations High Commissioner for Refugees (UNHCR), 2019). According to UNHCR (2018), 85% of the world's refugees are hosted by low-income nations. Uganda's refugees have grown from half a million in 2016 to 1.36 million in 2019 making it the third-highest refugee-hosting country in the world (UNHCR, 2019). While the country recently shot to prominence with regards to refugee settlement and management, it is confronted with the subsequent protection and assistance demands (Mwenyango and Palattiyil, 2019). A 'fundamental aspect to the well-being of migrants is the accessibility to healthcare' (Fernandes and Miguel, 2009). Women and children on the move are exceptionally vulnerable to inequities that operate through exploitation and abuse (Freedman, 2019).</p> <p>Social work is a distinct profession that alleviates suffering and deprivation of individuals and groups, due to its professional values of respect for human rights, social justice and care (IFSW, 2012). This study sought to examine the health needs and services for refugee women and children in Nakivale refugee settlement (NRS). It specifically examined: (a) the public health needs, vulnerabilities and experiences of refugee women and children (b) accessible health services and (c) barriers to accessing and utilising health services for this group. All three were united by the overarching goal of interrogating social work's role in health promotion. I administered a survey of 377 refugee women and 69 in-depth interviews. The findings indicate that the Government of Uganda and its partners in refugee work are trying to support refugees to overcome the devastating conditions. However, there are health service gaps due to personal, socio-structural, and cultural factors. Women and children continue to live in vulnerable conditions. The study reveals a necessity for social work in settlements and provides recommendations for improving health service.</p>



Oral Presentation	
Registration ID	23345
Co-authors	Kaltrina Kusari, Christine Walsh
Region/Country	Kosova
Axis	1
Topic	Social Work With Return Migrants: A Model Of Practice
Abstract	<p>In 2018, the European Union made decisions on 519 thousand asylum requests, 25% of which were rejected (Eurostat, 2019). While the number of asylum rejections has increased in recent years, successful claims differ dependent on the originating county of the asylum-seekers. Kosovars, for example, were the fourth largest group of asylum-seekers in Europe in 2015 and 96% of them were rejected and returned to Kosovo (Eurostat, 2016). Rejected asylum seekers are returned to their countries of origin partly because the EU endorses repatriation, or the return of forced migrants to their country of origin, as a preferred solution to migration crisis (European-Commission, 2019). This despite a significant body of research which substantiates that repatriation is not sustainable and suggest that current reparation policies have seldom considered the experiences of rejected asylum seekers (Carr, 2014; Chimni, 2004; DeBree et al., 2010).</p> <p>The discrepancy between returnee experiences and the preference for repatriation is a social justice issue and therefore of concern to social workers. Indeed, the increasing number of returned migrants and the multiple issues which they face warrants the need for models of practice which inform social work practice with this population (Fell & Fell, 2014). To this end, the mass return of Kosovars offered an opportunity to better understand return experiences and the role of social workers in facilitating return. This presentation reports findings from an exploratory qualitative study, grounded in postcolonial theories that used critical-discourse-analysis to examine the experiences of returnees to Kosova (Kusari, 2019). Building on study findings as well as emerging literature on return migration, we offer a framework of practice centering the social worker-returnee interaction to develop a framework across micro, mezzo and macro levels of practice. While grounded in Kosova’s context, this framework has broader implications considering the increasing number of return migrants worldwide.</p>
Bio	<p>Kaltrina Kusari (MSW, RSW) was born and grew up in Kosova before moving to North America to pursue higher education. The growing up in a post-war society has shaped many of her career aspirations and research interests. Currently, she is a PhD Candidate at the Faculty of Social Work, University of Calgary. Her PhD research examines the experiences of return migrant women to Kosova and the role of social workers in supporting repatriation. She has also been involved with research projects which explore homelessness and housing insecurity among immigrants in Calgary; financial literacy among older migrants in Canada; and the complexities of the nexus between immigration and disability.</p> <p>Dr. Christine Walsh (MSc, MSW, PhD) is a Professor at the Faculty of Social Work, University of Calgary. In her community-based, action-oriented and arts-informed research she partners with settlement services and homeless serving agencies and newcomers who are impacted by poverty, housing insecurity and homelessness to create the necessary knowledge-based to inform policy and program development to improve housing and social service supports. A second objective of Christine’s research is to improve the well-being of older immigrants through understanding constructs of social inclusion/exclusion, connection and civic participation among this population.</p>



Oral Presentation	
Registration ID	24833
Given Name	Yu-Ju
Family Name	Huang
Region/Country	United States
Axis	1
Topic	Predictive Power of Age and Health History on Depression Among Cancer Survivors Receiving Acupuncture Treatment
Abstract	<p>Background: Depression is a common comorbidity with various health issues faced by cancer survivors. For treating depression, multiple relevant pharmacological interventions have been identified to reduce depressive symptoms and improve emotional regulation. However, many of these interventions have generated unpleasant and even dangerous side-effects. It is crucial to apply evidence-based practice to support holistic treatment that combines interdisciplinary efforts among healthcare professionals.</p> <p>Purpose: To reduce side-effects, acupuncture is a complementary and alternative medicine (CAM) method with data demonstrating its treatment effectiveness on depression. This study explored the prevalence of depression among cancer survivors who sought acupuncture treatment for physical distress. It examined how age and health history in acupuncture treatment could identify depression diagnosis to enhance accurate treatment planning. Method: With approval from its ethics committee, an acupuncture clinic in a large metropolitan area in the USA collected data from 193 patients treated between October 2013 and July 2017 who had a cancer diagnosis. Patient charts were used to collect data on Hopkins-Checklist-25 depression scale, health concerns, and patient demographics.</p> <p>Results: This study highlights that 27.5% of these cancer survivors were scored above the cut-off point for determining depression. Logistic regression analyses showed that each unit increase in age will reduce the odds of having depressive symptoms by 4% ($p < .01$), and each unit increase in the number of health concerns will increase the odds of having depressive symptoms by 92% ($p < .001$, Nagelkerke $R^2 = 20.4\%$). Implications: Being aware of the predictive power of age and health history through alternative treatment, social workers can be involved in traditional healthcare settings to provide psychosocial assessment that helps cancer survivors identify physical and psychological distress and healing strategies. Social work involvement will provide a role model for patients to build interpersonal relationships during their treatment journey to enhance depression symptom reduction.</p>



Oral Presentation	
Registration ID	25186
Co-authors	Peter Nelson, Richard Martin, Catherine Homer
Region/Country	United Kingdoms
Axis	1
Topic	What Makes a Child in Care Happy or Unhappy?
Abstract	<p>What is good for a child in care living away from their parents is something often decided and imposed by adults with the child’s voice peripheral. One way to make the child central to decision making maybe to consider what they say makes them happy or unhappy; where happiness is neither a description of what has gone well in life, nor an immediate state of mind, but one which encompasses the Aristotelian concept of Eudaimonia, often translated as happiness, but also meaning wellbeing or flourishing. This paper explores the concept of Eudaimonia as a tool for promoting the voice of the child. The empirical study on which the paper is based was undertaken as part of a local authority children’s service health needs assessment. This assessment aimed to understand why the population of looked after children experienced high levels of poor mental health and increased demand for therapeutic interventions. The main objective was to find out what children in care state make them happy or unhappy and what may increase their wellbeing, compared with the views of professionals and carers. Focus groups were held with looked after children and professionals working with these young people using the same tools and asking the same questions - what makes me/a child in care happy and unhappy. Findings indicated that important differences exist between children in care and professionals in both the range and emphasis of what is seen as important for young people. Adult assumptions were not routinely tested by meaningful discussions with young people, in order to inform decisions, which are often made about rather than with the looked after child. The study concludes that conversations about happiness, understood as Eudaimonia, can usefully support holistic understandings of the child in care’s experiences and aid future practice and planning.</p>
Bio	<p>Peter Nelson, a registered social worker, is Principal Lecturer in Social Work and Head of Research in the Department of Social Work Social Care and Community Studies at Sheffield Hallam University, UK</p> <p>Catherine Homer is a Research Fellow and Co-Lead for the Healthy and Active 100 Theme in the Advanced Wellbeing Research Centre at Sheffield Hallam University.</p> <p>Richard Martin is a qualified and registered social worker in the UK and works as a Senior Lecturer in social work at Sheffield Hallam University.</p>



Oral Presentation	
Registration ID	25212
Given Name	Amanda
Family Name	Hill
Region/Country	United States
Axis	1
Topic	Perceptions of American National Identity and Attitudes Towards Immigrants
Abstract	<p>As of 2017, there were more than 44.5 million immigrants residing, both lawfully and unlawfully, in the United States (Migration Policy Institute [MPI], 2019). Understanding the attitudes of U.S. citizens towards immigrants, and whether these attitudes stem from perceptions of national identity, is necessary because of the impact that attitudes can have on policy development and the subsequent national treatment of immigrants based on those policies. The findings of this research suggested that U.S. national identity is comprised of three separate elements: nativism, emotionality, and behavior. I used Gloria Anzaldua's interpretation of borderlands theory to frame my understanding of national identity and determined that various formations and combinations of these components of national identity create either a divide between the in-group (American citizens) and the out-group (immigrants) or an opportunity for acceptance of out-group members into the in-group. The way in which the members of the dominant center formulate their national identities can result in various degrees of caution, openness, tolerance, and willingness to accept immigrants into the American national identity. The degree to which the three components of national identity are expressed by Americans may have changed over time and has a statistically significant impact on subsequent attitudes towards immigrants within the United States. The findings of this research could be utilized to inform the social work profession's response to exclusionary and discriminatory policies and practices regarding immigrants in the United States.</p>



Oral Presentation	
Registration ID	25314
Given Name	May
Family Name	Nasrawy
Region/Country	United Kingdom
Axis	1
Topic	Negotiating Boundaries Of Community Life, Education, Social Care And Identity To Support The Wellbeing Of Young Arab Jerusalemites
Abstract	<p>Background and purpose: Arabs/Palestinians living in Jerusalem are considered a minority (37% of the total population) and suffer from multiple marginalisation. Research suggests this includes ongoing discrimination in policies, provision of services and representation in social, economic and political aspects of their lives. These are further exacerbated by the on-going conflict and political violence. Recent studies suggest growing up in a conflict affected area adds to an already vulnerable group, whose wellbeing could be affected by the unstable political and economic conditions. Children and young people are usually the most vulnerable to the social, economic, physical and psychological impact of such political violence. Addressing such issues in the context of Jerusalem requires social work research and practice to explore opportunities for co-ordinated support across the boundaries of current services and disciplinary boundaries. Methods: This presentation focuses on a PhD qualitative study with young Arab Jerusalemites (ages 13-16) which was conducted across Jerusalem utilising interviews, focus groups and creative methods to understand: a) the challenges to wellbeing young people faced in a context of chronic and prolonged political conflict and b) to explore the role extra-curricular activities have in helping to support their wellbeing. Data was analysed using Interpretive Phenomenological Analysis, with the aim of understanding what meaning young people attached to being well. Findings: Initial findings suggest challenges to wellbeing young people in Jerusalem faced, are shaped by the overall political and social structures.</p> <p>This presentation will focus on the support systems which young people found most relevant to their wellbeing. Conclusions and implications: The presentation will explore the role of boundaries in similar studies in relation to: the shared marginalised identity between the researcher and the young people in the context of political conflict and b) cross- sectoral and inter-professional collaboration to address the wellbeing of young people affected by political conflict.</p>



Oral Presentation	
Registration ID	25437
Given Name	Suk Yin
Family Name	Cheng
Region/Country	United States
Axis	1
Topic	Social Connections And Well-being Among Chinese Asylum Seeking And Refugee Families In Glasgow: A Qualitative Study
Abstract	<p>The impact of social connections on refugees' well-being has been well established in previous refugee studies. However, the impact on Chinese asylum seekers' and refugees' (ASRs) well-being has rarely been studied. Social capital theory, the Well-being in Developing Countries model, as well as the 'Indicators of Integration' were employed as reference points for this study.</p> <p>An in-depth study, including mapping exercise and family interview, was conducted to determine how five Chinese ASR families define and understand well-being, with an investigation of their perceived pathways to achieve those goals. Thematic analysis and Interpretative Phenomenological Analysis (IPA) were adopted for data analysis. The findings shows that children's education, social connections with friends and family, competency in the English language and staying healthy are key facilitators for attaining well-being. The data from the family interviews suggest that each family's division of labor, and bonding relationships with their own ethnic group and Chinese ethnic agencies, which act as bridges, are key pathways to living a good life. The study also reveals that Chinese ASRs have limited knowledge and awareness of social services, and a lack of opportunity to interact and give help in host community. In general, the ASRs live in isolation, with limited support or channels to achieve all the elements of a good life they have envisaged. This study presents evidence on the importance of social connection to ASRs' well-being, particularly how bonding capital facilitates bridging capital as suggested by social capital theorists, such as Putnam, Bourdieu and Coleman. Findings of the research suggest that policy makers and service providers should design more programs and services to facilitate interaction among Chinese ARSs, their host community and social service providers to more effectively assist refugees in the resettlement process.</p>



Oral Presentation	
Registration ID	25524
Given Name	Sangeun
Family Name	LEE
Region/Country	United States
Axis	1
Topic	Job Demands And Burnout Among Bilingual Social Workers In The Service Sectors
Abstract	<p>Social workers have high demanding jobs, and job demands is one of the main factors of chronic job stressors. Under the theoretical framework of burnout by Cords and Dougherty (1993), burnout is a key mediator of the relationship between chronic job stressors and various attitudinal outcomes. Among these outcomes is the turnover intention. The term burnout was observed among human service workers who had to deal with emotionally demanding individuals including social workers. It is reported that social workers working with ethnic minorities such as the immigrant and refugee populations have huge job demands. These ethnic minorities are in the dual system: host country and native country. An incongruence occurs between the norms and expectations of the two cultural environments. Thus, social workers whose clients are in between two systems work as a cultural bridge to balance the expectations. Considering the theoretical framework of burnout and dual perspective in social work, it is anticipated that social workers working with ethnic minorities undergo high burnout due to high job demands, which would eventually impact the turnover intention. To prevent this happening, hiring bilingual social workers in the social service sectors is proposed because bilingual social workers, especially those who share the same culture and language, could have fewer job demands in working with the same ethnic minority clients. Ethnic-matching practice in the mental health sectors and its benefits are also empirically supported by many studies. Still, there is hardly any research conducted for bilingual workers working in the service sectors. Thus, the presenter will share the benefit of hiring bilingual social workers for the ethnic-minority population in the human service sectors under the theoretical framework burnout and dual perspective in social work. Also, the presenter will discuss possible social supports, which could reduce burnout among these bilingual social workers.</p>



Oral Presentation	
Registration ID	25633
Given Name	Anca
Family Name	Mihai
Region/Country	Romania/Europe
Axis	1
Topic	How Is Digitalisation Influencing Social Work Practice? Computer-assisted Management Of Social And Economical Inequalities
Abstract	<p>Devices connected to internet are tools contributing to increasing the global market economy and their perceived advantages revolutionize professions or support building new ones. The digitalisation of social work could be perceived to be in line with the overall societal progress, supporting administrative work. On the other hand, it may impede or depersonalize the direct relationship between the social worker and the service-user.</p> <p>In one of the most comprehensive studies conducted among the Romanian social workers' workforce between 2016 and 2017, licensed professionals were asked in a national online survey (N=1105) about their views concerning digitalisation. Starting from this example, the objective of this presentation is to explore the role of technological development for reducing poverty and inequality in a sustainable manner.</p> <p>As expected, the majority of social workers use devices in their day to day work. Social workers have similar access to devices (such as computers, laptops, phones) and internet at work in both rural and urban areas. However, about 33% of respondents have no computer and no internet connection at work. Compared with those who work in the public sector, those in the non-public have more access to multiple devices. While some consider that digitalisation is possible, overwhelmingly social workers appreciate the abilities of their beneficiaries to use computers and internet to be limited.</p> <p>Progress in the field of digitalisation in social work should consider local realities and protecting the unmediated social worker-beneficiary relationship. For this reason, we recommend to start progressively, from ensuring that all social workers in the public system have access to a computer with internet and the appropriate skills for efficient usage. After that provisions could be put in place so that social workers have the means to support the increase of digital literacy of the (potential) service users for a sustainable development.</p>



Oral Presentation	
Registration ID	25656
Given Name	Mae Fe
Family Name	Ancheta-Templa
Region/Country	Philippines
Axis	1
Topic	Globalization and Unequal Exchange: Implications to Women and Social Work
Abstract	<p>The need of developed countries for cheap labour of migrants and the failure of globalization to address historic poverty, against this backdrop, all forms of women human rights violations continue to rise and deepen the unequal exchange (Valiani, 2012). The increasing number of women migrant workers for domestic and health care system not only in Northern countries only demonstrates the further inequalities between the core and peripheral countries.</p> <p>Feminization, women human rights violations, brain and care drain, family disintegration, and imbalances in child growth and development all form the critical issues and trends in local and international social work education and practice. The structural imbalances obtaining in the global South and the historic character of poverty linked to these inequalities are social work education and practice concerns. A number of social work-writers-analysts contend that in many developed countries social workers define neither the purpose of their work nor the means by which it is done (Bailey and Brake, 1975; Carniol, 1990; Dominelli, 2002; Jordan, 2004; Mullaly, 1993; Ralf, 2002 in Tlamelo Mmatli, 2008). They identified instead that social workers move either directly in the form of managerial directives or indirectly through budgetary allocations, organizational policies, procedures and regulations, as well as welfare statutes and legislations. And conveniently to some, these determine all substantive elements of social work practice.</p> <p>The Philippine experience on women migrants demonstrates that social workers strengthen its solidarity globally to call for policy changes in labor and production.</p>
Bio	<p>Mae Fe Ancheta-Templa is currently the Program Head of the Social Work Department of the Holy Child Colleges of Butuan City while into social development work as Executive Director of the Kyabaan Association, Inc in Davao City, all in Southern Philippines (Mindanao). She is the former Undersecretary for Protective Operations and Programs and Institutional Development of the Department of Social Welfare and Development (2016-2018). She figures prominently in the tasks towards strengthening social welfare system in the Philippines: engaging herself with UNICEF, Global Partnership to End Violence Against Children, Global Social Service Workforce Alliance and consistently taking up the cudgel to advance social work education and practice standards not only nationally but at the East Asia.</p> <p>Her paper on child justice systems in South Africa and the Philippines earned a scholarship to the joint international conference of International Federation of Social Workers, International Association of Schools of Social Work and International Council for Social Welfare held in Melbourne in 2015.</p> <p>Her articles on social work, women and children are featured in the online publication, Davaotoday.com: Social Costs and Causes.</p>



Oral Presentation	
Registration ID	25780
Co-authors	Sandra Carla Sarde Mirabelli, Maria Clotilde Barbosa Nunes Maia de Carvalho
Region/Country	Brazil
Axis	1
Topic	Human Relations And Inequality In Latin America
Abstract	<p>This paper aims to present the contributions collected during the Latin American Pre-Conference on Social Work, Education and Social Development, which debated the theme "Human Relations and Inequality in Latin America. Held in June 2019 by Sesc São Paulo (Social Trade Service), in partnership with CIBS (International Council on Social Welfare - Latin America) and CBCISS (Brazilian Center for Social Services Cooperation and Exchange) opportunity to exchange of experiences in the social area in a context of inequalities and major challenges, as well as expanding and strengthening the network of people, organizations and official bodies that share common goals in Latin America.</p> <p>The debate proposed reflections on the UN Global Agenda 2030 focused on sustainable development and challenged in the face of high levels of inequality in Latin America. Important issues were addressed by experts from different countries, such as: the process of building human relationships based on respect, the realization of rights, the universalization of access and the implementation of social policies.</p> <p>Another important point presented is to think of a plural Latin American professional culture, which needs to recognize the importance of a critical appropriation of social processes to subsidize the ways of coping with the root of social inequalities.</p> <p>It was stressed that in some historical periods we have been able to move forward, in other moments we need to resist. The challenge for social workers is to build the right in such adverse times, supporting and strengthening the struggles of the population we work with. Therefore, it is essential to bring our global network closer, after all, when we work collectively we can strengthen ourselves and achieve a more humane, just and egalitarian society.</p>
Bio	<p>Sandra Carla Sarde Mirabelli Graduated in Social Work and Post-graduated in Public Policy Management and Third Sector at the Toledo de Ensino (Bauru), Master in Social Gerontology at the Pontifícia Universidade Católica de São Paulo (PUC / SP) and Doctoral Student in Social Work at the same University. Technical Assistant of the Management of Social Studies and Programs of the Serviço Social do Comércio - Sesc São Paulo.</p> <p>Maria Clotilde Barbosa Nunes Maia de Carvalho Training and Research Analyst at the Serviço Social do Comércio - Sesc. Social Worker, Master in Social Work at Puc Rio, Specialist in Intergenerational Programs at the Foundation General University of Granada, Postgraduate in Gerontology at the Autonomous University of Lisbon, Master in Gerontology at the Autonomous University of Madrid, Specialist in Gerontology at the Brazilian Society of Geriatrics and Gerontology- SBGG.</p>



Oral Presentation	
Registration ID	25824
Given Name	Pamela
Family Name	Singla
Region/Country	India
Axis	1
Topic	Digital World And Social Work: The Indian Perspective
Abstract	<p>Digitization has revolutionized the world. It has changed human relationships, the surrounding environment and our professions, including social work. The internet, particularly the social networking sites are widely being used by young and adults alike. Communication technology is growing very fast and has changed the way individuals interact with each other i.e. social interactions, learning strategies and choice of entertainment all stand changed in the world of technology. So, while there is a common understanding and a positive correlation seen between digital world and the youth, there are certain groups and professions where the use of advanced technology is limited. Social work is one such discipline due to its nature of engagement as seen, traditionally.</p> <p>The proposed presentation examines youth work and digitization in the context of the Indian sub-continent and enumerates areas which is offering space to social workers in the digital world. While the advantages of social media cannot be denied as it has connected people from faraway places and reduced the distances, difference of opinion emerges on use of technology in social work, a profession where observations, narratives and sentiments matter.</p> <p>Based on the review of literature and empirical data, the paper brings to light ways in which social workers in India are making use of technology for their work. The question whether to use digital media in social work practice, is somewhere no longer getting to be a matter of choice, as discussed in the presentation. Hence social work academicians and practitioners need to re-examine their fields of work and curriculum in order to create informed manpower in the digital world.</p>



Oral Presentation	
Registration ID	25824
Given Name	Pamela
Family Name	Singla
Region/Country	India
Axis	1
Topic	Digital World And Social Work: The Indian Perspective
Bio	<p>Prof. (Dr.) Pamela Singla</p> <p>Pamela Singla is Professor and Head at Department of Social Work (DSW), University of Delhi (DU), India. Some of her areas of teaching include Social Work Education, Gender Studies and Social Policy. In requirement of her subject she brings voices of the people to the classroom by undertaking empirical research with diverse groups. Over past 30 years of teaching her research has explored various issues of concern such as: Women's participation in Panchayati Raj, Women in corporate world and their job satisfaction, Safe university campuses; Impact of natural disasters; Human trafficking; Manual scavenging, Welfare schemes. She has gender sensitized diverse groups including sensitizing Kashmir police on soft skills. She is associated with the Government of India (GoI) in various ways, to include- Member of the Expert Panel and Task Force constituted by the Lieutenant Governor for 'Women Safety in Delhi'; Member, Programme Advisory Committee of KIRAN Programme, GoI; NOC Member for International Adoption, CARA, GoI; Visitor's nominee, JNU Executive Committee and Court. She also holds an additional portfolio as the Provost, International Students House for Women, DU and is the International Consultant for Social Work at Samarkand University (Uzbekistan).</p>



Oral Presentation	
Registration ID	26227
Given Names	Adriana Lavinia
Family Name	Bulumac
Region/Country	Romania
Axis	1
Topic	Alcoholics' Motivation To Attain And Maintain Sobriety Within Alcoholics Anonymous Support Groups
Abstract	<p>While addiction is a significant social problem in Romania, there has been little research into support groups as an intervention in Romania, despite the growing number of Alcoholics Anonymous (AA) support groups. Although AA has been found to be effective in other countries, unfortunately in Romania it is little known, even among physicians. The purpose of this exploratory study, which is the first known study of twelve step programs in Romania, was to explore alcoholics' motivation to become sober and maintain their sobriety. The study specifically explores both the intrinsic and extrinsic motivation of AA attendees, as well as other factors, such as relationships, professional and economic status. This exploratory study used qualitative methods. Themes related to intrinsic motivations to become sober emerged as a much stronger theme among alcoholics who desired and maintained their sobriety than extrinsic factors. The most common intrinsic motivations were low self-esteem, dissatisfaction with alcohol consumption, an internal desire to change. Extrinsic motivations, while not as preponderant as intrinsic motivations, included family pressure on the individual to change and the recommendations of physicians. The extrinsic motivation turned into intrinsic motivation as alcoholics sobriety grew. The commitment theory could explain this shift in alcoholics' motivation since AA provides a solution to problems that they experience. Alcoholics get involved in AA, invest time and energy in AA activities, sacrifice their old identities in favour of new ones. They become committed to AA and to recovery. The findings suggest that those working in the area of substance abuse should pay more attention to the intrinsic motivations to change for alcoholics, as these appear to play an important role in becoming and maintaining sobriety.</p>



Oral Presentation	
Registration ID	26390
Given Name	Netta
Family Name	Galimidi
Region/Country	Israel
Axis	1
Topic	The Integrative Intervention Model For Mentally Ill Persons And Their Family
Abstract	<p>The Integrative Intervention Model is based on a study conducted during 2014-2017 at the University of Haifa, which examined the interaction between healing processes of mentally ill persons and their parents. The findings show that there is an interaction between processes of change and growth in the family. Furthermore, we identified acceptance of the disease, mutual support, and differentiation processes as factors that drive family-systemic change and promote healing processes of mentally ill persons and their family members. To implement the research findings and promote family therapy and recovery processes, we developed an integrative family intervention model to promote growth and change processes.</p> <p>Model working principles:</p> <ol style="list-style-type: none">1. Intervention by a family therapist and a rehabilitation services coordinator.2. The presence of the mentally ill persons and their family in a systemic intervention process.3. Short-term intervention (10 treatment sessions).4. Training of therapists in two workshops on joint intervention, systemic approach, recovery approaches, and the study findings. <p>Based on the model, we initiated a pilot study at Milam, Carmiel, in January 2019, in collaboration with community rehabilitation services and a family center at the Mazor Psychiatric Hospital, as part of qualitative research. The pilot included bi-monthly group training for therapists. Hitherto, five families participated in the pilot, and it is evident that the processes family members experience during the intervention play a major role in promoting the healing processes of the mentally ill person and the entire family system. The accompanying training constitutes a bridge to establishing the rehabilitation-treatment continuum.</p>



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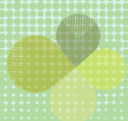


INTERNATIONAL SOCIAL WORK EDUCATION AND DEVELOPMENT ONLINE CONFERENCE 2021

Human Relationships – Keys To Remaking Social Work For The Future

Axis 2

Sustainable Development Goals (SDGs) in fostering human relationships





Oral Presentation	
Registration ID	23134
Given Name	Raya
Family Name	Maamari
Region/Country	UK
Axis	2
Topic	How Can Social Work Intervene Effectively in Disasters? The Experience of the Sultanate of Oman
Abstract	<p>Natural and human made disasters are increasing in frequency and impact. Thus, effective disaster interventions are becoming increasingly necessary. Social workers are second tier respondents who need to support others and care for themselves. This study aims to identify social work interventions in disasters by exploring what knowledge, skills and roles social workers should play.</p> <p>Qualitative research was implemented through in-depth interviews with 20 people, including social work practitioners in both the Departments of Social Development and NGOs, and people affected. Access to the sample was obtained through purposive sample. The data was analysed in accordance to thematic analysis using NVivo. Based on respondent's interviews and related literature, disasters are complex situations that require holistic interventions that involve and empower people affected. These interventions require understanding the interactions between social, cultural, political and economic systems and different professions and organisations. Essential skills, such as critical and reflective practice and good communication skills have been addressed.</p>
Bio	<p>Raya Hamed Al Maamari works as a lecturer in the Department of Sociology and Social Work in the College of Arts and Social Sciences at Sultan Qaboos University in Oman. Raya is currently a PhD Candidate in the School of Sociology and Social Policy at the University of Nottingham in the UK. She holds a Master of Arts in International Social Work and Community Development from the University of Durham in the UK. She received a Bachelor of Arts in Social Work from Sultan Qaboos University in Oman. She is a translator in the International Social Work Journal (SAGE). Her areas of teaching and writing include international social work, community development, disaster social work, social work with youth, social work with elderly and social work education.</p>



Oral Presentation	
Registration ID	24556
Given Name	Karen
Family Name	Rice
Region/Country	United States
Axis	2
Topic	Dialogue As A Tool To Promote Human Relationships And Achieve Peace, Just Institutions
Abstract	<p>Social justice advocacy is not achieved spontaneously but rather through an intentional process that begins with self- reflection that examines the contradictions between our values and our lived experiences (Lustig & Koester, 2013; Spencer, 2008). This intentional process moves from individual reflection to intercultural interactions where individuals are engaging in dialogue to foster and promote global citizenship (Deardorff, 2009). Consequently, social justice is realized when individuals, those oppressed and those not oppressed, work cooperatively and take action to eliminate oppression (Spencer, 2008). Intergroup dialogue is the process of bringing individuals from different social identity groups, together, to engage in and process various social issues. Through the exploration of differences and commonalities, and the examination of the effect of discrimination, power, and privilege, group members work together to identify common ground in order to promote equality and social justice (Zuniga, Nagda, Chesler, & Cytron-Walker, 2011). Throughout the process, individuals learn how to listen and speak openly, engage with one another, take risks, explore differences and conflicts, and discover common ground in order to strengthen collective capacities and foster connections and alliances across social identity groups in order to promote social justice and change. To create a global society in which all individuals can thrive takes a collaborative approach that involves all, and learning how to engage in dialogue around “hot topics” can lead to this society in which solutions to serious social problems are created. Institutions, particularly institutions of higher education can take that lead through educating students in the intergroup dialogue model to foster peace and justice and work towards the realization of Sustainable Development Goal 16.</p>



Oral Presentation	
Registration ID	25170
Given Name	Mara
Family Name	Sanfelici
Region/Country	Italy
Axis	2
Topic	Social Work In Contexts Of Emergency: Models Of Interventions In Italy
Abstract	In Italy, in the last two decades, also following painful learnings from the field, a new culture about emergencies has developed, promoting a new legislation and the design of more efficient organizational models and interventions, for the management of both personal and collective crises. Social workers should play a crucial role in different stages of emergency management, in the assessment of social vulnerabilities, linking the most vulnerable people and the governmental and non-governmental organizations who provides help, promoting people’s participation, advocating for the rights of the more marginalized groups (Dominelli, 2013). This study focuses on the experience of Italian social workers, that were involved in cases of personal and collective crises, both professionals employed in the local services and more specialized workers, that intervene as volunteers of the National Association of Social Workers in Civil Protection. A qualitative interview was administered to 25 Italian social workers during 2020, asking questions about their concept of emergency, their perception about the role and functions that social workers should play, what they actually experienced and performed on the field, the organizational models of services in which they work. Our findings highlight different ways of interpreting the concept of emergency and the role of social work in the “scene of the emergency”. We identified two different perspectives: 1) a “rescue model”, more focused on the acute event and on the intervention in the response stage and 2) a “coping model”, that stresses the importance of an empathic relationship as the base of the intervention, the strategic role of social workers in “going towards” people with outreach services, both in the stage of prevention and in the response stage, in promoting participation and self determination of people, in context in which these variables are at risk because of ‘no time’. Our results are useful to reflect on how different assumptions may guide different way of doing social work and their consequences in the life of service users.
Bio	Mara Sanfelici (Ph.D.) is a research fellow at the University of Trieste (Italy), studying the experience of parenting in context of poverty and low income. She collaborates as a social work researcher at the National Foundation of Social Workers, currently focusing on the role and skills of social work in personal and collective crises. She has a twenty year experience of practising social work, both in the field of child protection and in health care.



Oral Presentation	
Registration ID	25588
Given Name	Vanesa
Family Name	Santos Casado
Region/Country	Spain
Axis	2
Topic	CIF Spain: Promoting Exchange Programs for Social Workers in the Struggling for Peace
Abstract	<p>Social Workers have a long history fighting against social injustice and social neglect working therefore peace and social justice.</p> <p>Henry Ollendorff, a lawyer and social worker who escaped from Nazi Germany in 1938, was convinced that the way to global peace was through personal contact and shared experiences. He had a vision to create an international program where youth leaders and social workers from many countries could get together with the goal that the horrors of the Second World War would never happen again. He brought to life his idea through CIF International, carrying out the first program in USA in 1956.</p> <p>Nowadays CIF International is a worldwide organisation whose aim is to organise international Exchange programs for social workers to maintain relations, promote learning opportunities and the Exchange of work and cultural experience among participants, host-families and everyone involved in this process. Social Justice defense is a conerstone in social work and consequently an essential issue in the exchange programs that are conceived not isolated, quite the opposite in partnership with different agencies and institutions, making them stronger.</p> <p>In the footsteps of Henry Ollendorf CIF Spain has been established as a National Branch in 2015 after several years of work. Spanish social workers have been participating in exchange programs all over the world and 2020 is the year chosen for the second program in our country.</p> <p>We are convinced that what someone experience in exchange programs is not only a personal experience, participants are creating networks and partnerships, connecting with people all over the world and that is an undeniable seed of peace.</p>
Bio	Vanesa Santos Casado, social woker in the prison of El Dueso and a member of CIF Spain that is an association which promotes international exchanges for social workers.



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INTERNATIONAL SOCIAL WORK EDUCATION AND DEVELOPMENT ONLINE CONFERENCE 2021

Human Relationships – Keys To Remaking Social Work For The Future

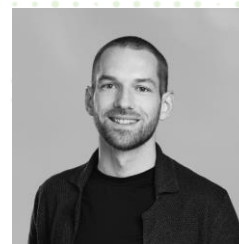
Axis 3

Social policy to enhance human relationships





Oral Presentation	
Registration ID	04401
Co-authors	Athena R. Kolbe, Vanessa T. Hughes
Region/Country	United States
Axis	3
Topic	Social Work's Responsibility to Safeguard Children in Congregate Care: A Challenge for Child Protection during the Pandemic
Abstract	<p>Children and youth in institutional care settings including boarding schools, orphanages, group homes, residential treatment centers, and juvenile justice institutions are uniquely vulnerable to abuse and neglect. Separated from the protective oversight of their parents or other family members, young people in institutions may be exposed to abuse from other children or youth as well as from staff members or adult volunteers. Neglect of basic needs and use of punitive discipline may also occur. In this presentation we examine the unique challenges posed by the COVID pandemic to child protection concerns for children in congregate care facilities. Using a human rights lens and an ecological perspective, we discuss the importance of external oversight, access to adult advocates and family contact, communication with family members and friends outside of the institution, and impact that social and physical isolation can have on children with disabilities and other vulnerable youngsters.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Identify specific risks and protective factors related child abuse and neglect in institutional care of children. • Apply a human rights lens to analyzing child protection of individuals in residential facilities and the implications of facility policies on the rights of young residents. • Discuss the importance of advocacy, family connection, and communication on child protection relative to youth in residential care.
Bio	<p>Athena R. Kolbe, kolbea@uncw.edu, USA, University of North Carolina Wilmington, PhD Social Work and Political Science, MSW Interpersonal Social Work Practice</p> <p>Vanessa T. Hughes, vanessahughes@fuller.edu, USA, Fuller Theological Seminary Graduate School of Psychology, Doctor of Philosophy (PhD) in Clinical Psychology (Expected 2021); Master of Arts in Clinical Psychology: Marriage and Family Therapy 2009 – 2011, Azusa Pacific University Department of Graduate Psychology</p>



Oral Presentation	
Registration ID	22382
Co-authors	Tobias Kindler, Jason Ostrander
Region/Country	United States
Axis	3
Topic	Political Behaviors And Attitudes Among Us And Swiss Social Workers
Abstract	<p>A primary characteristic of the social work professions across the globe is its dual emphasis on the individual and the environment; including the social, political and economic structures and actors that impact clients daily. However, the understanding of social work practice with clients varies greatly. A few researchers have used standardized methods that provide some comparison between countries, such as in Egypt, the United Kingdom, Canada, South Africa, Australia, New Zealand, and others. But still: There is a significant research gap when it comes to the political engagement of social workers, especially in a comparative approach. This presentation will compare the United States (US) social workers to those in Switzerland (CH) regarding their political behaviors and attitudes. Two surveys were administered at a similar time (US N=2756 and CH N=1242) in 2018 and use common measures to compare these two similar but different countries. The three research questions this presentation will address are:</p> <ol style="list-style-type: none"> 1. How does political engagement differ between US and CH social workers? 2. How does political efficacy (internal and external) differ between US and CH social workers? 3. How does political ideology differ between US and CH social workers? <p>Several major findings were discovered: US social workers have higher levels of internal ($t(4014)=13.076, p=.000$) and external political efficacy ($t(4005)=19.234, p=.000$). Also, US social workers engage in many types of political participation at higher levels than their CH counterparts, such as vote higher in state ($t(3739)=5.008, p=.000$) and federal ($t(3733)=14.324, p=.000$) elections; work for pay on political campaigns ($t(3744)=6.216, p=.000$); and voice their opinion to the media ($t(3740)=13.294, p=.000$). However, CH social workers discuss current policy at significantly higher levels ($t(3734)=-23.341, p=.000$) and are more left/liberal ($t(3844)=12.385, p=.000$) than their US counterparts.</p>
Bio	Tobias Kindler is working at the Institute of Social Work and Social Spaces at the Eastern Switzerland University of Applied Sciences. He is interested in social work policy practice, political social work, child and youth welfare, and the implementation of the rights of the child.



Oral Presentation	
Registration ID	23490
Co-authors	Olson Lindamarie, Leung Patrick, Cheung Monit
Region/Country	United States
Axis	3
Topic	Worker Retention in Adult Protective Services in the USA: SWOT Analysis as a Social Policy Advocacy Tool
Abstract	<p>Background: Adult Protective Services (APS) has experienced high staff turnover rates for decades but few studies have analyzed their staff retention factors. In 2016, a public agency in Texas, USA, used this research team’s results to demonstrate the connection between workforce retention and service improvement, leading to additional fiscal appropriations. In 2017, DFPS invited this team to further the study with a focus on APS.</p> <p>Objectives: Use multiple data to analyze incentive programming and its impact on APS staff turnover. Illustrate how to use a research advocacy tool to promote economic justice.</p> <p>Methods: An e-survey contained 44 questions in seven parts: (1) demographics, (2) employment information, (3) job training, (4) salary, (5) incentives, (6) impact of the 2016 fiscal appropriations on staff, and (7) suggestions on salaries and retention. Combining findings from e-survey data (N=396), qualitative data written on the e-survey (N=363), and interviews with district/regional directors (N=17), this research applied a SWOT analysis to categorize Strengths, Weaknesses, Opportunities, and Threats to illustrate APS staff’s “intent to stay.”</p> <p>Results and Implications: The complex findings were summarized in a SWOT chart in four areas affecting APS staff: positive perception of incentives, satisfaction with professional development, staff support, and intrinsic motivation. Overall intent-to-stay factors included salary equity and human relationship factors. In this process, data visualization was created to present practical recommendations to legislators in an easy-to-understand and evidence-based fashion. The final outcomes included legislative approval of additional appropriations.</p> <p>Interaction Theme: This workshop demonstrates the use of multiple data sources to highlight human relationship connectors including incentive outcomes for APS staff. This advocacy tool serves as a bridge for studies on staff retention with a strong intent to serve vulnerable client populations. Educators can cite advocacy research results to illustrate how to promote social justice with input from service recipients and workers.</p>



Oral Presentation	
Registration ID	23756
Co-authors	Nilan Yu , Marina Morgenshtern, Jeanette Schmid
Region/Country	Australia
Axis	3
Topic	Interrogating Social Work: Colonial Policies And Practices And Professional Discourse In Australia And Canada
Abstract	<p>What has social work stood for? This presentation reports on two studies that examined professional discourse on social work practice with Indigenous Peoples and the removal of Indigenous children from their families in Australia and Canada within key historical timeframes. The studies involved a content analysis of the journals of the Australian and Canadian associations of social workers. The journals constitute national forums for social workers to share practice knowledge and debate contemporary social work concerns and thus reflect dominant and legitimated perspectives at the time of publication. It is argued that the critical interrogation of professional discourse within these specific historical and national contexts allows us to understand the processes that govern how social workers construct their practice and lead to contemporary social work practices. The examination of professional journals revealed that the welfare and rights of Indigenous Peoples were largely ignored by social workers at key points in the countries’ histories, with very little attention paid to problematizing the state-sanctioned colonizing policies and practices, including the forcible removal of Indigenous children from their families into residential schools and/or transracial foster and adoptive care in the name of ‘protection’ and ‘assimilation’. The profession’s uncritical acceptance of such policies and practices and social workers’ roles in sustaining such practices amount to complicity that needs to be recognised as a key issue in decolonizing social work. Drawing lessons from the past is essential in gaining an understanding of contemporary practice by allowing the professional community to critically reflect on the nature and identity of the profession. Such an understanding is needed to inform present-day practices and help envision the needed shifts as the profession moves into future.</p>
Bio	<p>Nilan Yu is Program Director of the Master of Social Work of the University of South Australia (Adelaide, Australia). His professional experience is in community development work. Nilan’s research has been focused on the critical interrogation of social work, social work practice, practice environments and social policy. He is the editor of <i>Subversive Action: Extralegal Practices for Social justice</i> (with Deena Mandell; Wilfrid Laurier University Press) and <i>Consciousness-Raising: Critical Pedagogy and Practice for Social Change</i> (Routledge).</p> <p>Dr. Marina Morgenshtern is an Assistant Professor at Trent University (Ontario, Canada). Marina is a social work researcher, educator and practitioner. Her social work practice experience in Israel and Canada ranges from individual and family-oriented practice to community and program development. Her areas of teaching and research interest include social constructivist, feminist intersectional, anti-oppressive, and antiracist approaches to social work, and the inclusion of marginalized voices into social work theory, research, and practice.</p> <p>Jeanette Schmid is a seasoned social work researcher, consultant, practitioner, and educator with a strong interdisciplinary focus. Her qualifications include a social work doctorate, a master in education (School Counseling) and diplomas in Remedial Education and Public Policy, Development and Administration. She also was a registered psycho-oncology counsellor and is trained in mediation and restorative practices. Jeanette’s engagement has been directed by a passion for social justice and community capacity building and her academic interrogation occurs through a critical lens.</p>



Oral Presentation	
Registration ID	24619
Given Name	Shane
Family Name	Day
Region/Country	Taiwan
Axis	3
Topic	Combining Social Innovation Enterprises in Partnership With NGOs to Facilitate Social Protection in Taipei City
Abstract	<p>In response to the diversified demands for the types of social welfare services, Taipei City Government combines social enterprises and social welfare non-governmental forces to improve the capacity and quality of services and build a comprehensive social safety net. The relevant measures are explained below:</p> <ol style="list-style-type: none"> 1. Provide employment opportunities for the physically disabled: Taipei City Government formulated the Taipei Social Enterprise Action Plan in 2016, and the Labor Reconstruction and Utilization Service provided social employment business services in the social enterprise business model, and operated the “Taipei Social Enterprise Museum” to highlight its social impact force. 2. Planning activities for elderly people to reduce the burden of caregivers: In response to the aging population of Taipei city, the increase rate is higher than the country as a whole. In 2017, the Taipei City Government Social Welfare Bureau planned a day for elderly people either being disabled or unable to carry out normal functions. A travel planning project that uses an accessible bus to pick up and drop off elders to attractions, and assists the elders to get on and off the bus. In 2018, the group tour began to be processed in May. As of the end of June this year, a total of 26 trips were handled, and a total of 858 people served the elderly and companions. 3. Create a Taipei NPO incubation experiment base: In response to the difficulty in obtaining office space for Taipei’s civil society groups, Taipei City Government has renovated the female teacher’s dormitory with a house age of more than 50 years since 2017 . After 2 years of careful planning and preparation with the joint planning of Impact Hub Taipei, “Taipei NPO Settlement” was officially opened on July 8, 2019.
Bio	<p>Shane Day: MSc student, Birkbeck College, University of London International Advisor to CEO, Love-Tree Social Welfare Foundation Director, World Taiwanese Chamber of Commerce- Junior Chapter</p>



Oral Presentation	
Registration ID	25255
Given Name	Lana
Family Name	Wells
Region/Country	Canada
Axis	3
Topic	Combining Social Innovation Enterprises in Partnership With NGOs to Facilitate Social Protection in Taipei City
Abstract	<p>While the 'why' of engaging men in violence prevention and gender equality efforts is abundantly clear, the 'how' is not: Less is known about how to do this work in ways that are effective and gender transformative (Casey, Carlson, Fraguera- Rios, Kimball, Neugat, Tolman, & Edleson, 2013; Casey, Carlson, Two Bulls, & Yager, 2018; Wells, Dozois, Exner- Cortens, Cooper, Esina, Froese, & Boutillier, 2015). Research examining models of multi-level approaches in broader contexts outside of individual programming is also lacking (Casey et al., 2013). The Engaging Men Learning Collaborative (EMC) addresses this gap by building the capacity among social service providers to deliver non- programmatic interventions (i.e., beyond programming for individuals) within male-dominated settings to advance gender equality and prevent violence.</p> <p>The EMC project involved representatives from 14 government and social service organizations who collectively participated in a number of learning sessions over a 2-year period. They were supported by researchers, developmental evaluators, and change management support to develop and test non-programmatic approaches in various male- dominated settings (e.g., theatre community, municipal government, and recreation clubs) to engage men and mobilize men. While evidence of outcomes at the individual, organizational, and settings level were realized, a number of critical insights emerged from this project in relation to practitioner and organizational capacities such as leadership support, facilitation skills, and ability to understand systems change. The researchers suggest that human services practitioners and educators need to understand how to work beyond programs to engage men and shift organizational and community-level norms and practices. Community-based learning initiatives, like EMC, are effective models in spreading new knowledge and innovation and should be considered when planning a violence prevention or gender equality initiative that seeks to engage and mobilize men.</p>



Oral Presentation	
Registration ID	25472
Given Name	Karl
Family Name	Johnson
Region/Country	United States
Axis	3
Topic	Rediscovering Social Investment in Welfare State Policies: Back to the Future With Developmentalism
Abstract	<p>The recent stress on the productive potential of social policy provides a new economic rationale for social policy provision. However, it is a misperception that the majority of social policies need to be radically adjusted to changes in the economic and social order. This paper argues that we need to better understand the ways in which long-standing policies have enabled and continue to facilitate adaptation to ongoing social and economic changes. Failing to do so risks severing or otherwise upsetting vital social policy synergies. The paper grew from a dissertation that developed a conceptual framework for thinking about welfare state social policies that may be simultaneously both protective and productive; that is, that reduce post-tax/transfer poverty without decreasing pretax/transfer or market earnings. Observing that some countries with expensive social policies appear to be able to achieve low poverty rates without adverse effects on economic performance, the study argued that theoretical explanations for this pattern are lacking. Applying social developmentalist ideas to the traditional welfare state literature, emerging from the Global South and North respectively, it argued that the nature of the tradeoff between efficiency and equality varies by the types and combinations of social policies that countries employ. The study conceptually explains how and why different types of conventional social policy that occur across welfare states might be expected to produce outcomes that are at the same time protective and productive. This paper describes the logic underlying the effects of what the author defines as developmental welfare state policies (DWSPs). The paper argues that we should make a greater effort to understand the investment or generative aspects of existing policies rather than promoting separate social investment policies, and explains the dangers of dichotomizing policies as either passive or activating.</p>
Bio	<p>Professor Karl Johnson is an Assistant Professor of social work at Northern Michigan University, who teaches primarily macro practice, theory, methods, and policy-focused courses, including courses cross-listed with sociology and political science, as well as an honors program course focused on civil society, citizenship, and social rights in China. Karl's broad research interests include: the consequences of poverty across the lifespan; the impact of inequality, social stratification and political economy on well-being; cross-national differences in social policies for working-age families; social investment and asset development strategies; social work pedagogy; social welfare history and participatory democratic theory.</p> <p>Karl was born and raised in Wisconsin and spent three and a half years teaching in the School of Social Development and Public Policy at Beijing Normal University in China after completing his PhD in 2010. Karl's dissertation compared social policies across 18 western nations, combining both the western welfare state and social development literature to understand whether poverty reduction and economic performance are incompatible. He and colleagues recently completed a Russell Sage Foundation grant proposal exploring the impact of COVID-19 on Great Lakes nonprofit organizations' service delivery and also recently published a paper entitled "Neoliberalism, Managed Care, and the Changing Nature of Social Work Practice: Exploring the Relationship between Authoritarianism and Burnout among Social Workers." He is currently working on a project exploring the place of social class in social work education and is also returning to his original work on the social investment potential of universal welfare state policies.</p>



Oral Presentation	
Registration ID	25526
Given Name	Haksoon
Family Name	Anh
Region/Country	United States
Axis	4
Topic	Family Engagement And Family Strength In Child Welfare System In The United States
Abstract	<p>Introduction</p> <p>In recent years, child welfare agencies in the United States have tried to increase the effectiveness of their practices with a large focus on family engagement and strengthening families. One of the family engagement and strength strategies is Family Involvement Meeting (FIM), which builds collaboration amongst families and service professionals (Berzin, Cohen, Thomas & Dawson, 2008; Ahn, Hartzel, & Shaw, 2016; Xu, Ahn, & Bright, 2017). By bringing the family, professionals, and the community into the meeting, the family can discuss the services needed to help improve their well-being and prevent the maltreatment from reoccurring (Pennell & Burford, 2000). The purpose of this study is to examine impacts of FIM on child welfare services.</p> <p>Methods</p> <p>This study used 2014-2015 statewide survey (N = 733) collected from local child welfare agencies: caseworkers and supervisors (n=249, 34.0%), youth and family members (n=247, 33.7%), and other professional providers (n=236, 32.2%). Social services included financial services, family support, education, employment, and medical services. Chi- square tests, ANOVA, t-tests, and a set of logistic regression models were conducted.</p> <p>Results</p> <p>ANOVA results show that child welfare workers and supervisors had more positive perceptions that the FIM helped family strengthen (F=4.04, p<0.05), helped children's safety (F=3.67, p<0.05), and that a decision about the child's placement was made at the meeting (F=3.37, p<0.05) than other participants. These differences were statistically significant. Bivariate analyses showed services disparities between Whites and non-Whites for mental health services (X² = 4.57, p< 0.05) and foster care services (X² = 0.006, p < 0.01).</p> <p>Conclusions</p> <p>Results indicate that the FIM is an effective tool to engage family members. Through the FIM, families and professionals will be able to build a service plan that will help guide the family and child to the necessary resources and supports needed to make them successful.</p>



Oral Presentation	
Registration ID	26124
Given Name	Sagit
Family Name	Lev
Region/Country	Israel
Axis	3
Topic	The Ethical Conflict of Dual Obligations Among Social Workers: The Role of Organizational Affiliation and Seniority
Abstract	<p>Background: One of the significant ethical conflicts in social work is related to the dual obligations of social workers, where their basic and primary obligation to their clients is challenged by their obligations to the organisation in which they are employed. This conflict might intensify due to the privatisation of social services, an ongoing process in most western countries</p> <p>Purpose: In light of the public debate and research on the advantages and risks of privatising social services, the purpose of the present study was to examine the frequency of ethical conflicts among social workers, deriving from dual obligations to clients and employers, as associated with their organisational affiliation and professional seniority</p> <p>Method: The sample included 723 social workers from three organisational sectors in Israel: government sector, third sector, and for-profit sector. Two-way ANOVAs were conducted to examine the main and interaction effects of organisational affiliation and seniority on the frequency of ethical conflicts among social workers. Findings: Social workers in the for-profit and third sector experienced a significantly higher frequency of ethical conflicts than those in the government sector. In addition, social workers with moderate seniority were found to have more frequent ethical conflicts than those with low and high seniority.</p> <p>Conclusions: These findings have an important contribution to the ongoing public debate on the privatisation of social services, by pointing to the difficulties that social workers employed in partially privatised social services encounter in meeting their obligations to clients. Better public monitoring and adequate supervision of social workers are recommended. In addition, it is suggested that partial privatisation processes be reconsidered in the case of vulnerable populations.</p>
Bio	Sagit Lev, PhD, is a lecturer at the School of Social Work, Bar-Ilan University, Israel. Her recent writings have dealt with mistreatment of older adults in nursing homes, sexual assault of older women, dilemmas and moral conflicts of social workers in long-term care facilities for older adults, and their emotional implications, ageism, and processes of deinstitutionalization.



Oral Presentation	
Registration ID	26125
Given Name	Sagit
Family Name	Lev
Region/Country	Israel
Axis	3
Topic	Secondary Traumatic Stress Among Social Workers: The Contribution of Exposure to Violence and Ethical Conflicts
Abstract	<p>Background: Social workers have found at high risk to experience secondary traumatic stress (STS). The Job Demands-Resources Theory (JD-R) provides a theoretical framework for understanding the factors that can explain the STS among social workers, while emphasizing job demands and resources associated with the level of job-related stress among the personnel, exposure to client violence and ethical conflicts are two prominent job-related demands that have been found to be associated with diverse negative emotional aspects among social workers.</p> <p>Purpose: The purpose of the current study was to expand the understanding of STS among social workers, by examining the contribution of psych-social job-related resources (social support and resilience), as well as job demands (exposure to violence and frequency of ethical conflicts) to the explanation of STS among social workers, while controlling gender and length of years of experience. Method: The sample included 379 Israeli social. A three-step hierarchical regression analysis designed to explain STS among social workers was conducted. Gender and length of professional experience were entered at the first step of the regression to control for demographic variables. Job-related resources were entered at the second step, and job demands were entered at the third step. Findings: The hierarchical regressions indicated that female gender, low resilience, perceived social support, high exposure to client violence and frequency of ethical conflicts, predicted STS. Among all independent variables, a frequency of ethical conflicts had a strongest effect on the dependent variable.</p> <p>Conclusions: Beside the contribution of social workers’ psycho-social resources and their exposure to violence, the ethical difficulties of social workers have a significant effect on secondary traumatization stress. These findings highlight the importance of positive ethical climate in social services organizations, as well as the importance of adequate support and training social workers to cope with ethical conflicts.</p>
Bio	<p>Sagit Lev, PhD, is a lecturer at the School of Social Work, Bar-Ilan University, Israel. Her recent writings have dealt with mistreatment of older adults in nursing homes, sexual assault of older women, dilemmas and moral conflicts of social workers in long-term care facilities for older adults, and their emotional implications, ageism, and processes of deinstitutionalization.</p>





Oral Presentation	
Registration ID	25445
Co-authors	MACIEL Heloisa Helena Mesquita, FELLOWS Carla, LATGÉ Paula Kwamme, ALCHORNE Sindely
Region/Country	Brazil
Axis	3
Topic	The Rights of Youth in Latin America and the Experience of Niteroi/RJ
Abstract	<p>Youth rights require analyzes that address the different local, regional, national and continental spheres, as well as highlighting the effects of the economic and political processes that affect the youths who feel the disinvestment of public policies in their bodies, either by replacing social policies with others. Public security actions that produce the denial of the right to life, or the non-right to opportunity. It is imperative to protect and preserve social spending from the perspective of investing and strengthening social and labor institutions. These are challenging decisions / actions. The “Panorama Social” 2018 (CEPAL) highlights that poverty and extreme poverty are significantly reduced in Latin America. In 2002, 44.5% of the population of 17 countries in the region were living in poverty, a figure reduced to 27.8% in 2014. From 2015 the situation worsens with increasing poverty and extreme poverty. It is essential to advance social policies, the universal social safety net and to give visibility to the factors that lead to the persistence of inequality and prejudice. Surveys need to be carried out and disseminated and Latin American data brought, but also local data, such as the “The Incidence of Racism on Employability” survey conducted in Brazil, aimed at the young population, strategic public in the process of facing social inequality. Niterói, located in the state of Rio de Janeiro has 487,562 inhabitants of which 127,978 are young (15 and 29 years), corresponding to 23, 37% of the population, being 58% women. In the survey, 10.21% of these young people recognized themselves as black; 28.16% brown and 61.63% white, yellow or indigenous. For young blacks formal employment is seen as something negative, given the way in which the racial division of labor occurs, delegating to blacks the occupations that whites do not want; differences between life projects in relation to white / rich and poor youth - challenges to be faced. The population has the municipal government that has developed social projects aimed at youth. The research allowed us to understand the perverse way in which society articulates itself in the reproduction of racism whose overcoming requires a planned and organized effort.</p>
Bio	Heloisa Helena Mesquita Maciel Dr. Social Service -UFF, Professor Pontifical University of Rio de Janeiro-PUC-Rio Member of Research Group Josué de Castro based at the Decanato the Center for Biological and Health Sciences CCBS at PUC-Rio and CBCISS support member



Oral Presentation	
Registration ID	25827
Co-authors	MESQUITA MACIEL HELOISA HELENA, LOPES RODRIGUES DA SILVA ILDA
Region/Country	Brazil
Axis	3
Topic	Partnerships: A Decision Beyond the Public Power in Guaranteeing Rights
Abstract	<p>The history of non-governmental organizations in Brazil takes place initially in the absence of the state in the face of expressions of the social issue. The support was given by religious institutions, by solidarity groups; model that endures, although accompanied by other initiatives that took shape from 1930, with the industrial revolution, giving visibility to social exclusion. At this time, the state recognizes workers' demands, assumes responsibilities in guaranteeing rights. People not included in the working world continued to depend on philanthropy. The period between 1940 and 1960 is of considerable economic growth in Latin American countries with developmentalism that did not achieve expected results. The urban-industrial economy brings out the need for professional qualification, with emphasis on the "System S" of which the Social Service of Commerce - SESC, created in 1946, whose mission is to develop measures for social welfare and improvement of traders' standard of living. At the same time that institutionalized forms of population care emerge, social work is challenged to rethink its work. Among the different spaces of this rethinking is the Brazilian Center for Social Services Cooperation and Exchange - CBCISS, in 1946, aiming to contribute to the socioeconomic and cultural development of the country, through actions and services, maintaining dialogue with the public power aiming at levels of well-being. - social status, social equality, rights and social justice; It stands out as an incentive for cooperation and exchange between institutions and professionals working in the field of social services. The two institutions were present in the Brazilian scenario in the same year, having specific missions but in tune. Perhaps this explains the partnership between them and the dialogue in the search for paths to social welfare and human rights. From 1940 onwards, moments are witnessed when the public power and civil society approach or depart in the field of social protection; process to be rescued with its legal frameworks. The article considers the partnership beyond the public power, highlighting the relationship CBCISS (representative of ICWS in Brazil) and SESC and their important results.</p>
Bio	<p>Heloisa Helena Mesquita Maciel Dr. Social Service -UFF, Professor Pontifical University of Rio de Janeiro-PUC-Rio Member of Research Group Josué de Castro based at the Decanato the Center for Biological and Health Sciences CCBS at PUC-Rio and CBCISS support member</p>



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INTERNATIONAL SOCIAL WORK EDUCATION AND DEVELOPMENT ONLINE CONFERENCE 2021

Human Relationships – Keys To Remaking Social Work For The Future

Axis 4

*Gender and minority issues, and
social inclusion and integration*





Oral Presentation	
Registration ID	25036
Given Name	Yi
Family Name	Xiaohe
Region/Country	Japan
Axis	4
Topic	Coping Strategies Among Middle-Aged and Older Cancer Survivors in Japan: A Qualitative Study
Abstract	<p>This research focuses on the coping strategies in everyday life utilized by middle-aged and older cancer survivors in Japan. By identifying their coping processes, the extent to which Japanese with cancer cope with their diseases and the efficacy of the strategies throughout the entire coping process were investigated. Sixteen Japanese respondents were recruited for one-to-one semi-structured interviews. The interviews focused on the respondents' descriptions of how they felt and what they did under the circumstances of being diagnosed with cancer. Verbal data were transcribed into protocols which were analyzed referring Grounded Theory. Categories and codes were grounded from the protocols, forming a diagram of coping model. The study indicated that middle-aged and older cancer survivors in Japan experienced physical and psychosocial issues and despite medical treatment, many survivors reported making changes in lifestyles, as well as using coping strategies to meet their psychosocial needs during their coping processes, such as turning to family members and friends for psychosocial support, visiting shrines and temples to find inner peace. The findings also suggested that the provision of social support is recommended for a better survival.</p>
Bio	Ph.D student, MD of Human Sciences



Oral Presentation	
Registration ID	25151
Given Name	Mai
Family Name	Yamaguchi
Region/Country	Japan
Axis	4
Topic	Development of the Japanese-Version of the Comprehensive Career Assessment Model Focusing on Wellbeing and Quality of Life of Careers
Abstract	<p>Background: In aging Japan, many informal careers have been struggling in order to balance their lives and caring roles. Although there are many services and the care management system available to those who need care in the Long-term care insurance program, support programs for careers are very limited just as an optional program. Thus, in Japan, it is urgently necessary to establish Career support systems for improving wellbeing and Quality of Life (QOL) of careers. Since there is no career assessment model focused on wellbeing and QOL for careers, we developed a comprehensive career assessment model. The purposes of this presentation are to explain the procedures of the development and to discuss issues of the practice of caring in Japan. Method: We developed the Japanese-version of the career assessment model by having interviewing about the model with supporters of careers. We conducted a pilot study to collect data from careers and supporters (N=68) in January-March, 2019. Results: The evaluation results showed that the participants mostly understood the contents of the assessment instrument. About 70% of the careers stated that they could express their feelings by answering the questions. Supporters stated that they could understand career's feelings and concerns. Conclusion: The results provide preliminary evidence that the Japanese-version of the comprehensive career assessment model focusing on Career's wellbeing and QOL is acceptable and useful. Social work professionals need to consider careers not as resources for those who need care but as their clients. This assessment model would help those professionals to assess career's needs. In order to make the instrument easier to understand for the users, further improvement will be needed. (Our research was supported by JSPS, KAKENHI-B 16H03715.)</p>
Bio	Professor in Department of Integrated Human Studies and Graduate School of Social Work at Japan Lutheran College, Tokyo, Japan



Oral Presentation	
Registration ID	25253
Co-authors	Lana Wells, Sarah Fotheringham
Region/Country	Canada
Axis	4
Topic	Tomorrow's Men Today: Canadian Men's Insights on Engaging Men and Boys in Creating a More Gender Equal Future
Abstract	<p>The important role that men and boys play in reducing gender inequality is gaining worldwide recognition as it is deeply tied to social constructions of masculinity and gender-based violence. This presentation will highlight the findings from a recent national qualitative research study involving 33 diverse pro-feminist men engaged in leading gender equality work with men and boys across Canada. The purpose of the research study was twofold: first, it sought to reveal motivations and experiences of pro-feminist men currently leading gender equality work in Canada; and second, to determine how we can attract, encourage, and support other men and boys to get involved to advance gender equality in Canada. To help us identify men engaged in this work, we developed a gender equality index with 8 indicators and 42 practices that describe the conduct, actions and commitments of male-identified pro-feminist gender equality advocates. Via snowball sampling, we then contacted over 400 feminist individuals and organizations to help us identify men who were championing gender equality in one of the ways identified by the index. Thirty-three men were chosen to be interviewed based on their gender equality work, geographical location and representation in terms of ethnic and cultural diversity. The authors will focus their discussion on the research findings and five broad recommendations on how to better engage men and boys as allies, partners, leaders, and co-beneficiaries in advancing gender equality and preventing gender-based violence. This workshop will highlight tensions, approaches and lessons learned. The presentation will close with an update on the progress of this work in Canada as following the submission of the report to the Canadian government, funding was provided to create a national network to support male allies on moving findings into action.</p>
Bio	<p>Lana Wells is the Brenda Strafford Chair in the Prevention of Domestic Violence and Associate Professor at the Faculty of Social Work, Research Fellow and Instructor with the School of Public Policy, University of Calgary. She is currently leading Shift: The Project to End Domestic Violence, a large-scale primary prevention initiative. Her key areas of expertise include: Prevention of family and sexual violence, scaling evidence-based programs and policies, engaging men and boys in violence prevention and gender equality, collaborative social change efforts as well as leadership and organizational change within the not for profit sector.</p>



Oral Presentation	
Registration ID	25303
Given Name	Sangeeta
Family Name	Dhaor
Region/Country	India
Axis	4
Topic	Social Work Intervention Model Based on Life Cycle Approach for HIV Positive Persons
Abstract	<p>Introduction: Social work profession has always responded to emerging situations. Epidemic of Human Immunodeficiency Virus (HIV) has challenged the helping profession due to huge diversity of the population affected. Developing a response needs adequate practice and understanding of the segment of the population. To develop a model of social work practice an exhaustive research was conducted to understand the issues faced post infection and necessary interventions.</p> <p>Methods: A mix method study of 105 HIV positive consenting adults was conducted using semi-structured interview schedule. The respondents were hard to reach hidden population. Snow ball method was used to reach out to them through targeted intervention projects. The quantitative findings were supplemented with focused group discussion and case studies.</p> <p>Results: Out of 105 HIV positive persons 60 were males, 40 females and 05 transgender. 84(80%) were heterosexual, 14(13.3%) homo-sexual and 07(6.7%) bi sexual. 60 were married 19 unmarried and 23 ever married. Multiple issues were reported by them right at the pre-infection stage ranging from ignorance about HIV to difficulty in accessing health care and support services post infection. Concealing the sexuality and internalization of HIV stigma was one important issue affecting disclosure and sero-discordant living. Palliative care and facing death was another concern. Conclusion: It was concluded that the HIV infected go through life stages and each stage required a specific social work intervention by health care worker. This included extending support for health as well as understanding spiritual concerns of the AIDS patients. This led to development of a model for practice with all health care workers.</p>



Oral Presentation	
Registration ID	25310
Given Name	Gili
Family Name	Tamir
Region/Country	Israel
Axis	4
Topic	The Use of National Radio and Social Media in Israel for Take Up of Rights – The Daily Social-Work Radio Show
Abstract	<p>As reflected in the definitions of the social work profession and its code of ethics, social workers are expected to promote social justice and welfare to individuals and groups, using various intervention strategies. Amongst them, is the promotion of social rights to social services and benefits. Nevertheless, research findings show that access to these rights is incomplete and that most of the people who are entitled to benefits, do not fulfill their eligibility. In order to deal with that problem, social workers must provide accessible knowledge about social rights to the individual and ways to receive them. In the proposed presentation we would like to introduce a unique radiophonic project, combined with social media, as a social work intervention program to make the knowledge about take-up of rights accessible. This Radiophonic format was selected to help non-digital literate populations such as ultra-Orthodox, elderly, and immigrants. The geographical deployment of most listened to radio station, was an opportunity to reach geographical periphery, where take-up of rights and access to services are scarce. Answering listeners' questions on air, allows distributing knowledge for the individual caller and for the hundreds of thousands of listeners. For those who are unable to listen to the radio regularly, and for deaf people, a Facebook page has been established. Using FB posts that include videos information about take-up of rights, reached tens of thousands of younger audiences, who sometimes does not listen to the radio. The radio program is a unique format of social work intervention of its kind in the world - a daily radio program, on prime time, on Israel's highest listened to radio channel. The hourly exposure is to hundreds of thousands of people and has an impact on both take-up of rights and policy practice and legislation.</p>



Oral Presentation	
Registration ID	25319
Co-authors	Cortés-Florín Elena M., Giménez-Bertomeu Víctor M., Ferrer-Aracil Javier
Region/Country	Spain
Axis	4
Topic	Co-production In Social Services: Phases And Levels Of User Participation In Spanish Social Services
Abstract	<p>Social Work profession works to guarantee people’s social rights and the establishment of participatory mechanisms for the development of collective and individuality potential capacities. Co-production, as a participatory methodology focused on users of public services, takes on greater relevance for Social Work in Spanish Social Services (SS) due to the growth of social demand in recent times and the recognition of new social rights to citizens. So, the research questions of this work have been as follows: In Spain, does the regional laws of SS consider user participation as a need? If yes, in what way?</p> <p>The main objectives of this communication are to identify (1) the ways in which SS legislation gives value and includes users participation and (2) the phases and levels in which this participation is specified, as a co-designed process (co- production) between professionals and users. From a qualitative methodological approach, based on secondary data analysis, we analyze the 17 regional laws of SS currently in force, using as a tool a systematic analysis template, to classify the data at the macro, meso and micro levels, according to the research questions.</p> <p>The results reveal that the laws include three correlated participatory trajectories and four different phases where user participation is considered essential. The first trajectory corresponds to user participation in the helping process (Micro- level); the second one corresponds to user participation in social care centers and services (Meso-level) and the third one in the SS as social protection system (Macro-level). The four phases of the work processes in which user participation must be specified are as follows: 1) study and needs assessment, 2) planning, 3) intervention, 4) monitoring and evaluation. In conclusion, the results show the regulatory framework endeavor for developing action and policies to ensure that professional practices guarantee real users involvement in SS.</p>
Bio	I am a Social worker, PhD student and predoctoral researcher in Social Work and Social Services department at University of Alicante (Spain). Also I am a member of Social Work and Social Services Group Research (GITSS) at the same university.



Oral Presentation	
Registration ID	25334
Co-authors	Anita Burgund, Violeta Markovic
Region/Country	Serbia
Axis	4
Topic	Consultation With Children On Move -Dilemmas On Searching For The Approach
Abstract	<p>Serbia is dominantly a country of transit, in which migrants/refugees used to remain only for a short period of time –in 2015, the average retention period was only a couple of days. Children on the move (internally displaced children, children returnees under Readmission Agreements, children victims of trafficking, children affected by emigration, children involved in internal migration) have been experiencing challenges in accessing to services due to language barrier, overstretched capacities and insufficient coordination in Serbia.</p> <p>This papers is created as a part of wider project “ Co-creation of knowledge and building of expertise for the protection of children affected by migration and forced displacement – Curriculum Development -” in order to adequately capture child perspective in respect to the setting they are living.</p> <p>Contemporary research with children has adopted children rights based approach , however since in the core of the child rights approach is right to be heard, protected and treated fairly research design along with consultation techniques deserves researchers attention.</p> <p>Aim of the research is critical reflection of implication in involving children and adolescents affected by forced displacement and migration in consultation about competences of service providers</p> <p>Structured discussion about attitudes, values, beliefs and assumptions of the research team about children on the move has been organized in order to detect prejudice and assumptions. Language barrier along side with anticipated vulnerability of being displaced from their country of origin and influenced by stress of traveling and aviating for admission from countries of destination paints the picture of researchers perspective and expectation. Shading a light on researchers perceptions and constructs in team discussions helped to maintain neutral position during research.</p>
Bio	Anita Burgund - PhD, assistant professor at Belgrade university Faculty of political sciences, department of social policy and social work with expertise in child protection, child care and resilience of vulnerable children



Oral Presentation	
Registration ID	25358
Co-authors	Noreth Muller-Kluits, Ilze Slabbert
Region/Country	South Africa
Axis	4
Topic	Social Work And Rehabilitation – Ensuring A Free And Just Society Inclusive Of All Persons With Disabilities As Equal Citizens
Abstract	<p>Rehabilitation is relevant to the needs of people with many health conditions and those experiencing disability across the lifespan and across all levels of health care. The Convention on the Rights of Persons with Disabilities (UNCRPD) highlights and promotes a general principle of full and effective participation and inclusion. It requires governments to enable persons with disabilities (PWDs) to live independently and participate fully in all aspects of life, and to ensure that people with disabilities have access, on an equal basis with others, to the physical environment. It further emphasises the importance of mainstreaming disability issues, with members undertaking to protect and promote the human rights of PWDs in all policies and programmes.</p> <p>Despite ratifying the UNCRPD, South Africa has made little progress towards achieving the human rights of disabled people. The South African Department of Social Development launched the White Paper on the Rights of Persons with Disabilities (WPRPD) in 2016 aligned with the UNCRPD. In South Africa there is a shortage of post-discharge rehabilitation services for patients using government facilities and many PWDs’ needs are often met by NGOs under the auspices of the Department of Social Development’s vision of “a caring and integrated system of social development services that facilitates human development and improves the quality of life”.</p> <p>Despite being trained generically social workers are expected to provide a service within the specialized field of health and rehabilitation to PWDs. The study looks at how social workers can assist with promoting social inclusion and community living, aligned with the WRPD and the UNCRPD, considering challenges of developing countries in the Global South such as lack of resources. Findings relate to adults with acquired physical disabilities’ experiences of social work support in this regard within a South African context.</p>
Bio	Noreth Muller-Kluits graduated with her PhD in Social Work in December 2020 from Stellenbosch University, South Africa. Her research interest includes social work disability interventions, rehabilitation, caregiver burden and disability inclusion. She is currently a lecturer at College of Cape Town.



Oral Presentation	
Registration ID	25412
Co-authors	PANDA ALAKA BHARGABI, GOVINDAPPA LAKSHMANA
Region/Country	India
Axis	4
Topic	Promoting Sustainable Labour Relations: Role Of Corporate Social Responsibility
Abstract	<p>India is a country with the highest demographic dividend; signifying a greater contribution to the global economy in terms of its working population. But, the present scenario in the Indian Labor market raises grave bottlenecks for workers in terms of downsizing due to technological advancements; unhealthy working and living conditions of workers in the informal sector, unequal and unfair remuneration, etc. The literature is predominantly evident of Corporate Social Responsibility being the key player in ensuring decent work and promoting ethical standards of labor worldwide. Thus, the present study aims to highlight the role of CSR in enhancing the conditions of labor in the Indian corporate sector with a specific focus on areas like ensuring just and fair pay for work, ensuring decent work, improving the working and living conditions of workers, promoting the rights of workers, etc. The study also emphasizes the implications of social work practice in spanning the employee-employer interface, thereby promoting cordial relationships using CSR as a contrivance in attaining sustainable development.</p>
Bio	<p>PANDA ALAKA BHARGABI- I am a Doctoral Research Scholar from the Department of Social Work, Central University of Karnataka, India, with keen interest in the intertwined areas of CSR and Social Work</p>



Oral Presentation	
Registration ID	25432
Given Name	LaMart
Family Name	Hightower
Region/Country	United States
Axis	4
Topic	The Stigma Associated With Needing Methadone To Treat Individuals 50 Years And Older Who Is Addicted To Opioids
Abstract	<p>Methadone continues to be a significant medication for the treatment of people who acknowledge an addiction to opioids. People using methadone often present themselves with multiple problems such as polydrug use, mental health issues, and medical needs. Individuals requiring methadone treatment for their opioid addiction are now older than those who initially were involved in methadone maintenance. The number of older opioid users will continue to increase due to the baby-boomers expand. Although many previous studies on opioid addiction focused on younger people using methadone in treatment, using a phenomenological methodology this study explored the lived experiences of opioid- addicted methadone users between the ages of 50 to 55, an understudied population. A sample of 8 individuals living in the Midwest, using methadone in their treatment, provided data collected in face-to-face interviews for this study. Content analysis of the data was conducted with the assistance of NVivo 11 to code and identify categories and themes. Emergent themes included: the impact of methadone use on participants’ relationship with others, participants’ attitude and stigma associated with being an older methadone user, mental health stressors related to being an older methadone user, struggles in attending the methadone clinic daily, and needing other treatment besides treatment for methadone use. The study impacts treatment by informing social workers who work with older adults with addiction problem ways to develop appropriate treatment interventions regarding their specific needs.</p>
Bio	<p>Assistant Professor of Social Work Northern Michigan University</p> <p>I earned my B.S. in social work in 1978 from Western Michigan University. I earned my M.S.W. from Western Michigan University in 1985. I later earned my Ph.D. in Human Service from Walden University in 2016. I am a License Master Social Work and Certified Advanced Alcohol and Drug Counselor in the state of Michigan. Currently, I am an Assistant Professor in the Department of Social Work at Northern Michigan University. I have worked various jobs in the field of social work, including thirty years as a clinical therapist working with people to address their mental health and addiction problems. In addition I spent 10 years as a crisis social worker for a medical facility assisting doctors and nurses to address various medical problems in the facility. I did extensive work in the field of addiction where I assessed, treated, referred people who acknowledged an issue with addiction. I have taught as an adjunct professor teaching classes on diversity and inclusion for both Bachelor and Master students. I continue to teach classes on diversity, mental health, and addiction at Northern Michigan University. Further, I am a Contributing Faculty member in the School of Human Services for Walden University working with Ph.D. students.</p>



Oral Presentation	
Registration ID	25434
Co-authors	Elena Allegri, Barbara Rosina, Mara Sanfelici, Luana Boaglio, Alberto De Michelis
Region/Country	Italy
Axis	4
Topic	Anti- Oppressive Social Work? A Research On Professional Practices In Italy
Abstract	<p>Despite the emergence of Anti-Oppressive Practice as one of the primary approaches within the scientific debate (Dominelli, 2002; Thompson, 2003; Dalrymple & Burke, 2006; Baines, 2011), its actual impact in practice is still marginal, particularly within public services. Some authors (Strier e Binyamin, 2013) highlight the importance of analyzing the relationship between the State and social services, both to uncover how social policies, organizational structures and practices are arranged to protect and extend the privileges of dominant groups, and to show how social workers within these organizations risk to reproduce forms of oppression. To deeply analyze this topic, a team of academic researchers and members of the Piedmont Council of Social Workers (a Northern Italian region) carried out a mixed methods research. First, a brief questionnaire was administered to a sample of 828 social workers, asking if they had ever assisted or stood up for someone being oppressed during their work (answers were “yes” or “no”). 265 (32%) social workers of the sample declared to have assisted in some form of oppression. Moreover, data showed a positive relationship between the answer “yes” and the number of years of professional experience, suggesting a higher likelihood that more seasoned workers are able to detect oppression. Second, six focus groups were created, involving eighty social workers employed in different settings (child protection, health services, etc.), to analyse structural and professional conditions that may induce or prevent anti-oppressive practices. Findings were used to design a questionnaire, administered to 2500 social workers of the Piedmont region, with the aim to explore professionals’ representation of oppression in social work and possible anti-oppressive practices performed on the field. Findings of this study, that will be concluded on April 2020, will be presented at the SWESD Conference in Rimini</p>
Bio	Elena Allegri - Ph.D., Professor, Senior Lecture in Sociology and Social Work - Department of Law, Political, Economic and Social Studies, University of Eastern Piedmont, Alessandria, Italy.



Oral Presentation	
Registration ID	25453
Given Name	Lindamarie
Family Name	Olson
Region/Country	United States
Axis	3
Topic	Suicide And Mental Health Among Male Prisoners In Mexico
Abstract	<p>Background: Suicide and suicide-related behaviors are a significant public health problem. In Mexico, suicide and suicidal behaviors have increased by 275% over the past 30 years. Like in other countries, prisoners constitute a rapidly growing population in Mexico and have been identified as being at high risk of suicide. However, limited research has been conducted on ways of identifying and treating prisoners with suicidal thoughts in the prison system. Thus, research is warranted to assess suicidal risk among inmates with psychiatric disorders and implement interventions that specifically target the complex mental health needs of this population.</p> <p>Objectives: (1) Explore what demographics and mental health symptomatology are associated with suicidal ideation and behavior among Mexican prisoners. (2) Identify what demographic variables and mental health symptomatology predict suicidal ideation and behavior among this population.</p> <p>Methods: A cross-sectional survey was conducted with 194 male prisoners with mental health disorders in a prison in Mexico City. The survey instrument was comprised of two sections: 1) 15 non-identifiable demographic questions and 2) seven standardized instruments to measure suicidality and mental health symptomatology for multiple mental disorders.</p> <p>Results: Bivariate analyses were conducted to determine what mental health symptomatology was associated with both suicidal ideation and suicidal behavior. Binary logistic regressions were conducted to examine what mental health symptomatology predicted greater odds of an individual experiencing suicidal behavior and suicidal ideation. Trauma exposure, global severity, and Adverse Childhood Experiences were all significant predictors of increased odds of experiencing suicidal ideation, whereas trauma exposure and age were the only significant predictors of increased odds of experiencing suicidal behavior.</p> <p>Conclusion: Given the growing prison population in Mexico, these findings support the need for increased identification and comprehensive trauma-informed, mental health services to address suicidal ideation and behavior among this population.</p>
Bio	Lindamarie Olson is currently a PhD candidate focusing her research on intervening with at-risk youth to reduce justice system involvement and promote positive youth development. This intervention research will explore and examine the effects of trauma-informed care and neuroscience on cognitive, mental health, and behavioural change within this population.



Oral Presentation	
Registration ID	25464
Co-authors	Erin Gray, Brenden Lindsey
Region/Country	Canada
Axis	4
Topic	Relational Social Work Practice With High-risk Youth In Canada
Abstract	<p>Within Alberta (Canada) Children’s Services, the High-Risk Youth Initiative (HRYI) emphasizes a relationship-based model of practice that integrates strengths-based, anti-oppressive, and harm reduction philosophies when working with youth who engage in high-risk lifestyles, often characterized by substance abuse, sex work, criminal activity, and homelessness. The study explores youths’ experiences receiving services from the HRYI and the extent to which the quality of the youth-caseworker relationship influences youths’ decisions to extend or exit from Children’s Services programming. Qualitative interviews were conducted with youths aged 18 and older who have current or previous involvement with the HRYI during the last five years. The qualitative analysis is informed by grounded theory strategies and an inductive coding framework was developed. Participants recount a range of experiences during their involvement with child welfare services and they describe elements of practice that facilitate and negate positive working relationships with their caseworkers. The research presents a framework of relational practice that can assist in evaluating programming targeted for high-risk youth.</p> <p>The research describes how building support networks for high-risk youth helps them feel supported, valued, and facilitates, as much as possible, a seamless transition from Children’s Services. The findings in the study inform quality improvement and policy directives within the HRYI and Children’s Services, as well as contribute to the existing, albeit scant, body of research about the value of relational practice in child welfare services.</p>



Oral Presentation	
Registration ID	25498
Co-authors	Mioara Diaconu, Linda Reeser
Region/Country	Canada
Axis	4
Topic	Critical Reflection On The Inequities Of Refugee Women: Implications For Social Work Education And Practice
Abstract	<p>The causes for mass displacement have changed significantly since the drafting of the 1951 Refugee Convention. Because of that, the reasons for forced migration and its impacts are different for men and women (Gururaja, 2000). Although international law is gender neutral in theory, in practice it is not. (Crawley, 2000). Many decision-makers “have proven unable to grasp the nature of rape by State [or non-state] actors as an integral and tactical part of the arsenal of weapons deployed to brutalize, dehumanize, and humiliate women” (Maclin, 1995, p.226). As a result, when assessing a refugee status claim, many states are using a framework of male experiences to grant refugee status. Few states agree that, a claim listing sexual based violence should not infer that the claim is just a matter of personal harm. In today’s more nationalistic and xenophobic global environment, more states are enacting overly restrictive legislation to block asylum seekers from specific global regions. As a result, many women from Asia, Africa, and Middle East, who have been displaced due to gender based violence or discriminatory social mores (e.g., FGM; bride burning; forced sterilization), would be sent back to their countries of origin where their likely fate will be death. After the resettlement, the women whom were fortunate to be awarded refugee status, are most of the time failed by the host countries which are continuing to use the same framework of refugee male experiences to provide services to women (Vaughan, et al, 2019).</p> <p>The Code of Ethics (NASW, 2017), states that social work professionals have a responsibility to engage in social and political action in order to support vulnerable and oppressed groups. Thus, this presentation will provide the participants with recommendations for curriculum development and continuing education trainings regarding social and political action concerning the needs of refugee women.</p>



Oral Presentation	
Registration ID	25572
Given Name	Yuen Han
Family Name	Mo
Region/Country	Hong Kong
Axis	4
Topic	Organizational Career Management, Social Workers Turnover And Mental Wellness
Abstract	<p>Social work in Mainland China has been developing rapidly since 2006 and many workforce problems are identified in the development process. The high social worker turnover is caused by the low social status and poor professional identity of social workers, poor management in social work organizations, and an imperfect social welfare system. The findings of a mixed method research study suggested a number of staff retention measures, for example, the provision of supervision, consultation, job training programs, staff orientation programs, a clear career pathway, team building activities, recognition and concrete rewards, which are within a large family of organizational career management. Organizational career management (OCM) refers to various activities employed by an organization to promote the career development of employees, develop staff's potential, and retain employees. The theory of organizational career management is extended or adapted for the social work context in Mainland China. The theoretical contribution is identifying the missing components of organizational career management in the social work sector and suggesting the development of a theoretical framework for social work organizations. In addition, the study alert international society that social workers always pay attention to the clients but neglect the self-care of themselves. A culture of social worker self-care has to be promoted in order to keep the mental wellbeing of social workers in a highly stressful work setting. Organizational support is needed to keep the mental wellness of social workers.</p>
Bio	<p>Dr. Mo is a social work educator in Hong Kong who writes extensively in the area of social work supervision. Currently, Mo is doing her research concerning job satisfaction, well-being and turnover of social workers. The research area is about social work management, supervision and technology used in social work services. Mo has another research area which is about children with special education needs and the parental stress. Mo is the 2019 recipient of the National One Hundred Social Worker Award.</p>



Oral Presentation	
Registration ID	25578
Co-authors	Sabine Stoevesand, Hannah Wachter
Region/Country	Germany
Axis	4
Topic	”Stop“ – Community Matters! Building Local Networks And Cultivating Courage To End Domestic Violence Bottom Up.
Abstract	<p>Violence against women is not a private matter – it is rooted in society, in norms, traditions, gender roles and power imbalances. It massively affects not only individuals but whole communities. It is a challenge for everyone, who values human rights, equality and social justice and is a question of community development.</p> <p>Since the women’s movements first spoke out about this issue, much has been achieved. But the violence is still happening and up to day many people have only limited access to social services. Most turn to informal networks of family, friends and neighbors for support. Social networks have an important influence on the way people act. They can dis- or encourage violent behaviour, disclosure and help seeking.</p> <p>StoP is a model working with the resources of local communities, promoting community change and collective action. The model is based on the concept of community organizing and tries to engage neighborhoods in relationship building, awareness-raising, practical solidarity and interventions to prevent and stop domestic violence. It consists of eight steps, which include different methods of community assessment and action research, identifying key-persons, starting “kitchen table talks” and forming neighborhood action groups; introducing the issue of partner violence into district meetings or street fairs; doing outreach work in schools, on markets and in shopping malls. The aim is to build local networks, which include informal neighbors but also institutional actors such as churches, unionists, politicians, local business and social institutions. StoP has been successfully implemented in several cities in Germany, Austria and Switzerland. Sister projects in Aotearoa, Uganda and the USA are using similar approaches.</p> <p>We will present the philosophy and outcome of our work and share our experiences.</p>



Oral Presentation	
Registration ID	25724
Co-authors	Ellya Susilowati, Dwi Yuliani
Region/Country	Indonesia
Axis	4
Topic	How Supervision Working Among Social Worker With Children In Indonesia
Abstract	<p>The implementation of a social worker with children needs to be under supervision so that the handling of social problems is appropriate and safe. The purpose of this research is to produce descriptions of the implementation of child supervision work carried out by the supervisor of the social worker. This research used an internet-based survey of supervisors and social service units in 34 provinces which responded by 161 social workers. To complete the data, interviews and Focus Group Discussions were carried out in four locations. The results showed that the implementation of social worker supervision for children, in general, more often performs administrative functions rather than supportive and educational functions. Only 29 percent of respondents have an education.</p>
Bio	<p>Ellya Susilowati, Ph.D, graduated Doctor of Social Work from University Sains Malaysia (USM) in 2012. Currently work as an associate professor at Bandung Polytechnic of Social Welfare with specialized in social work with children and human service organization.</p>



Oral Presentation	
Registration ID	25725
Given Name	Katharina
Family Name	Lang
Region/Country	Austria
Axis	4
Topic	(Feminist-)postcolonial Approaches And Their Impact On Social Work Practice With Immigrants And Refugees
Abstract	<p>The speech focuses on a critical analysis of (Feminist-)Postcolonial Approaches and their impact on Social Work Practice with Immigrants and Refugees in Europe. The (Feminist-)Postcolonial Approaches strengthen the creation of awareness for the past and current effects of colonization and sets the path for the decolonization of Social Work practice and education. Postcolonialism creates the opportunity for less oppressive ways of delivering social services by including the perspectives, views and stories of colonized people. Furthermore (Feminist-)Postcolonial Approaches challenges the Eurocentric perspectives on history, education, culture, identity, social and society values which are assumed to be universal and granted. Postcolonial Social Work has to address its involvement in the hegemonic and eurocentric system which has been supposed to be the generally accepted truth till the current days. Hence it is able to critically reflect their own position of power. (Feminist-)Postcolonial perspectives furthermore provide useful insights on how to create social justice, as a main objective of Social Work. Therefore, social work education needs to take (Feminist-)Postcolonial perspectives into account by addressing the inequities which were brought by the colonial system and to promote the necessity of involving indigenous knowledge. The most important point of the speech is the visualization of specific implications of (Feminist-)Postcolonialism for the Social Work Practice with Immigrants and Refugees. The implications relate to the micro-, meso- and macro level of Social Work Practice with a focus on different approaches to critical self-reflection. Self-reflection is understood in terms of critical reflection of the own involvement in oppressive hegemonic systems, the reproduction of othering-processes and to highlight and question the powerful role of Social Workers who represent the interests of their clients.</p>
Bio	Mag.a (FH) Katharina Lang, MA, Research Assistant and Lecturer, PhD Candidate



Oral Presentation	
Registration ID	25816
Co-authors	Kevin Lally, Alex Redcay
Region/Country	United States
Axis	4
Topic	The Relationship Between Disability, Psychological Distress, And Opioid Use
Abstract	<p>The Center for Disease Control and Prevention (CDC) identifies opioid addiction as one of the greatest issues facing the United States, and the worst epidemic of its kind in the country's history. Approximately two million people in the United States present with an opioid use disorder (OUD) diagnosis. The purpose of this study was to examine the bidirectional</p> <p>relationship between disability, psychological distress, and opioid use. A secondary data analysis of the 2017 National Survey on Drug Use and Health (NSDUH) was performed to explore these relationships. The sample size of the study was n = 56,276. Linear regression, logistic regression, and ANOVA were utilized to analyze the sample. Approval to conduct this study was granted by the Millersville University Institutional Review Board. Correlations were found between opioid use, psychological distress, education level, income, health status, emotional disability, and physical disability. Gaining a better understanding of the multifaceted causes of addiction can guide policy to reflect a current and less punitive model of addiction prevention and treatment. The results of this study suggest that recognizing risk factors for opioid misuse can aid in prevention. It is hoped that this study will be expanded upon with future research, calling upon social workers to expand their scope of best practices for dealing with addiction.</p>



Oral Presentation	
Registration ID	25942
Co-authors	Lea Zanbar, Keren Mintz-Malchi, Efrat Orlin
Region/Country	Israel
Axis	4
Topic	Taking The Window Of Opportunity: Role Perception Of Jewish Bathhouse Attendants With Regards To Identifying And Assisting Women In Distress Situations
Abstract	<p>Social workers rely on the utilization of community resources to connect to at-risk population, many times through figures in the community. One unique individual is the Jewish 'Balanit'. Balaniyot (plural) work nightly in assisting women at the 'Mikveh', a bathhouse used for the religious purpose of monthly purification. Many mental health symptoms may come to light in this unique situation, such as post-partum depression, OCD related compulsions, PTSD symptoms as a result of sexual abuse, or signs of violence. Due to the fact that recognizing and assisting distressed women is not an established role of the Balaniyot, there is great importance in exploring the factors that contribute to role perceptions that will include these aims. Based on the literature, we hypothesized that personal variables, community and organizational factors, and distress awareness variables would contribute to the Balaniyot's role perceptions within the context of identifying and assisting distressed women.</p> <p>The sample consisted of 116 Balaniyot who completed self-report questionnaires assessing the levels of the Balaniyot's role perception and the independent variables. Hierarchical regression analysis examined the contribution of all variables to Balaniyot's role perceptions. The results indicated that greater community belonging, higher extent of work status, and greater awareness of distress situations contributed to the role perception of the Balaniyot. Interestingly, interaction examination indicated that among participants with low levels of community belonging, organizational commitment was associated with reduced levels of role perceptions. These results imply that organizational commitment works as a contradicting factor to that of community belonging, requiring the Balaniyot to choose between them.</p> <p>These findings indicate the need to establish trainings focused on identification, assistance and referral making processes for Balaniyot encountering distressed women, verifying that the Balaniyot's organizational commitment is not being strengthened at the expense of their crucial capability to serve the distressed women the needed assistance.</p>
Bio	Lea Zanbar Ph.D is a lecturer at the School of Social Work, Ariel University, Israel



Oral Presentation	
Registration ID	26286
Given Name	Andrea
Family Name	Colquhoun
Region/Country	United Kingdom
Axis	4
Topic	Translating Intersectionality For The Classroom Revealing Hidden Oppressions For Older Women
Abstract	<p>Intersectionality refers to the most central theoretical concern within feminist scholarship namely the acknowledgment of differences among women. Intersectionality as its title suggests cuts across established feminist theories and provides a means of making visible the social and material consequences of gender race and class. In line with feminist post structuralist thinking intersectionality serves to deconstruct categories and reveal universalism whilst exploring the impact of power.</p> <p>The categories of women and old age will provide insight into the efficacy of intersectionality as a tool to uncover oppression. Feminists have argued that women have a long history of being reduced to the sum of their bodies. In contrast masculinity is characterised by an intellect that rises above embodiment. For women who happen to be older intersectionality reveals how stereotypes linked with an old age identity intersects with the category of woman to produce multiple and distinct oppressions and subordinations. For example, old age in Western culture attracts a number of stereotypes. Older women report themselves to have become ‘invisible’ in a literal sense and in the research and literature. Intersectionality as a theoretical position enables students to deconstruct identities. For example when older women become subjects of medical attention their identity shifts to that of ‘patient’ ready to be the object of screening programmes and to accept forms of treatment such as HRT (Hormone Replacement Therapy) to replace the perceived deficiency of lost hormones. The ageing process itself is also gendered as women are expected to ward off signs of ageing far more than men. The theoretical position of intersectionality enables students to understand the multiple and subtle oppressions experienced by service users. It is this understanding that enables students to combat oppression and inequality and to become critical analytical practitioners.</p>



Oral Presentation	
Registration ID	26347
Co-authors	Valentina Calcaterra, Maria Luisa Raineri
Region/Country	Italy
Axis	4
Topic	Helping Each Other: A Peer Supervision Group With Facilitators Of Mutual Aid Groups
Abstract	<p>Background and purpose: This research studied a peer supervision group of experts-by-experience facilitators of mutual aid groups. The hypothesis of the research effort was that volunteers engaged in facilitating mutual aid groups are likely to better understand their role if they engage in a peer-oriented, mutual aid supervision group.</p> <p>Methods: At the time of the research, 11 individuals took part in the peer supervision group. The problems discussed in the respective mutual aid groups they facilitated included: drug addiction, eating disorders, HIV-positive status, mental health issues, ludopathy. All members were considered to be expert-by-experience facilitators. Four meetings of the peer supervision group were analyzed, the analysis focused on the expression or lack thereof of the nine dynamics of mutual aid identified by Shulman (1992).</p> <p>Findings: Dynamics of sharing data, individual problem solving, rehearsal, mutual support and dialectical process were observed in the peer supervision group. The possibility of reasoning together about concrete situations in the group and operational dilemmas allowed facilitators the flexibility to either follow theoretical indications regarding their role or use their expertise-by-experience to guide their decision making in the group. The sharing of participants' experiences and problems is a first step toward mutual aid. However, sometimes it is not sufficient training. Participants require deeper discussion of processes in the groups they lead. On the other hand, the participation of non-professional facilitators can be considered a strength, because it helps them to realize the principle of equality.</p> <p>Implication for practice: Peer supervision groups can help members to better assume the role of facilitator in a mutual aid group. Expert-by-experience facilitators are in the privileged position of knowing from experience which dynamics to advance to realize mutual aid. Nevertheless, an awareness of methodological aspects of mutual aid group work is necessary to understanding how to best facilitate such groups.</p>



Oral Presentation	
Registration ID	26421
Given Name	Meseret
Family Name	Desta
Region/Country	Kenya
Axis	4
Topic	The Status Of Ethiopian Women In Politics: Policy And Practice
Abstract	<p>Ethiopia has made most of the international instruments that intends to advance the equal participation of women in leadership and decision making and indicated as an integral part of to the country's supreme law in article 9 of the 1995 Federal Democratic Republic of Ethiopia constitution. Furthermore, article 35 of the Federal Democratic Republic of Ethiopia constitution also highlights the equal rights of Ethiopian women and introduced an affirmative action as a measure to entitle Ethiopian women to participate in the social, economic, and political processes. Building on international and the constitutional provisions, the Ethiopian government have been making tremendous efforts through instituting relevant structures and systems to increase women's participation in politics. As a result, Ethiopia has witnessed relative progress in women's participation in politics. However, the representation of Ethiopian women in politics is very low despite the political will as expressed in various legislative and policy program documents of the country. The current study explored factors that affect Ethiopian women's participation in politics. Findings indicate personal and structural factors including the violent political culture of the country and the widespread patriarchal ideology in the society as major hindrances. Based on findings, relevant recommendations are forwarded.</p>



Oral Presentation	
Registration ID	26449
Given Name	Lluís Francesc
Family Name	Peris Cancio
Region/Country	Italy
Axis	4
Topic	The Voluntary Guardian-social Worker Dyad In The Implementation Of Unaccompanied Minors' Reception
Abstract	<p>The paper analyzes how the voluntary guardian figure, introduced by Law no. 47/2017, has impacted the organizational complexity of social services devoted to children. This new role, currently limited to the unaccompanied minors target, may extend to other personal social services in the future as a manifestation of active citizenship and community participation in integrating society's most vulnerable segments.</p> <p>By means of a 15-month research mainly focused on a large city in Italy, the research combined different strategies to collect data revealing how the role of voluntary guardians plays out on three main levels: legal representation, the helping relationship and networking. These three areas are characterized by different levels of discretion and diverse variables prevail in each, thereby affecting the practices of actors. Accordingly, for each function the research found three collaborative practices between this new figure and social work professionals: substitution, overlapping and cooperation. The way duties are distributed between guardians and social workers reveals that guardians play a key role with regard to relational and informal aspects despite their lack of specific training, whereas social workers retain the domain more related to the managerial, administrative and financial aspects of the case. The research also presents the viewpoint of minors in reference to the innovations introduced in their lives by the figure of voluntary guardian before outlining further lines of inquiry in relation to this issue.</p> <p>This research has also led to the identification of additional lines of inquiry in need of investigation, such as, inter alia: the relationship between guardians and minors after the latter have reached legal adulthood, the creation of aggregate forms of shared responsibility between voluntary guardians, the consequences of the voluntary guardian's presence for minors, specifically in terms of augmenting their social capital, the possible transformation of these weak ties into employment opportunities.</p>



Oral Presentation	
Registration ID	26475
Given Name	Hanae
Family Name	Kanno
Region/Country	United States
Axis	4
Topic	Risk and Protective Factors of Secondary Traumatic Stress for Disaster Social Workers
Abstract	<p>Globally, there have been increased disasters lately such as the September 11, 2001 Terrorist Attack, the 2005 Hurricane Katrina, the 2016 Orlando Nightclub Shooting, the 2018 Hurricane Michael in the United States, the 2010 and 2016 Earthquakes in Haiti, the 2017 Hurricane Maria in Puerto Rico, the 2011 Great East Earthquake and the 2016 Kumamoto Earthquakes in Japan. Social workers over all of the counties having suffered from the man-made/natural disasters counseled, debriefed, and supported the survivors, victims' families, and rescue workers involved in those traumatic disasters. As more disaster social workers respond to such events, they are more prone to Secondary Traumatic Stress (STS)—one type of occupational stress that a caregiver experiences when helping a traumatized person. Due to their empathetic engagement with clients' expressions of trauma, disaster social workers may experience STS, resulting in such strong emotional reactions as terror, grief, and rage.</p> <p>This presentation identifies the risk and protective factors of STS for disaster social workers, in particular, social workers assisting trauma victims of disaster based on a comprehensive literature review of STS, a secondary data analysis for social workers in New York City assisting disaster victims, and a survey study for social workers in Japan assisting victims of the Great East Japan Earthquake. Theories of psychological trauma, stress and coping, and social support, along with STS literature, indicate that the risk factors of STS include the degree of exposure to traumatized clients, while protective factors include supervision, peer support, family and friend support, and degree of training. The results showed that social workers' level of exposure to different types of traumatized clients significantly increased STS. Workplace support was a significant protective factor of STS symptoms. These results have implications for administrators and social workers in agencies providing services to support trauma victims of disaster worldwide.</p>



INTERNATIONAL ASSOCIATION OF SCHOOLS OF SOCIAL WORK (IASSW)
INTERNATIONAL COUNCIL ON SOCIAL WELFARE (ICSW)



INTERNATIONAL SOCIAL WORK EDUCATION AND DEVELOPMENT ONLINE CONFERENCE 2021

Human Relationships – Keys To Remaking Social Work For The Future

Axis 5

*Challenges and capacities of Social Work
Education and Research in promoting
human relationships*





Oral Presentation	
Registration ID	04501
Given Name	Justin Francis Leon
Family Name	Nicolas
Region/Country	Philippines
Axis	5
Topic	Knowledge creation and social innovation in social work education: Field Instruction in the time of COVID-19
Abstract	This presentation discusses the implementation and supervision of integrative social work strategies by introducing innovative interventions in chosen social agencies for field placement. IT presents the challenges experienced in engaging the social work agencies during the time of COVID-19. This meant conducting organisational assessment and data gathering and even field supervision through remote approaches. It also presents how the social work student employed creative strategies in communicating with the community members and agency beneficiaries. The presentation offers a framework on the knowledge creation and social work practice model building during times of disasters and pandemics.
Bio	Dr. Justin Francis Leon V. Nicolas is Associate Professor of Social Work and currently the Chairperson of the Department of Social Work at the University of the Philippines. He finished his PhD in Social Work in 2019 at the University of Newcastle, NSW Australia. His research interests are in creativity in social work, juvenile justice, social innovation, persons with disabilities, older persons, and child protection. He finished his BS Social Work and Master of Social Work degrees from the University of the Philippines.



Oral Presentation	
Registration ID	22426
Co-authors	Victoria Venable, Alessia Owens-King, Becky Anthony
Region/Country	United States
Axis	5
Topic	Undergraduate Social Work Students' Attitudes towards Cultural Humility in Social Work Practice
Abstract	<p>The social work profession highlights the importance of diverse perspectives when providing support to under-served populations. The International Association of Schools of Social Work (IASSW) vision states that social work instructors create strategies that serve to educate students on diverse client needs and promote social justice. Emerging social workers who utilize these strategies, which include cultural humility, help to promote human relationships that uplift members of global communities.</p> <p>The purpose of this presentation is to share findings from a research study that measures students' willingness to embrace cultural humility in social work practice via quantitative surveys. Over 200 undergraduate social work students were enrolled in a Privilege and Oppression course in the United States. The study participants completed a pretest and post-test survey. Results and implications regarding the extent to which students are prepared to work with diverse clients and advocate for social justice will be discussed. A discussion about the significance of this research and the relevance to social work education will be provided. Specifically, presentation participants will learn how they can utilize similar course content to empower students to practice cultural humility in their local communities. In addition, the presenters will identify specific steps utilized to implement this research study.</p>
Bio	<p>Victoria M. Venable, is an Associate Professor in the School of Social Work at Salisbury University. Historically her research agenda focused on understanding the impact of ecological variables, such as the family or the church, on the community stability of minority juvenile sex offenders. More recently she has shifted to focus on exploring the adaptation and provision of culturally responsive and informed social work education within predominantly White institutions. Dr. Venable has experience teaching both undergraduate and graduate courses on research, community-based practice with families and groups, program evaluation, and social work ethics. She has presented on her work in these areas on both national and international stages. In addition to her academic work, she has clinical practice experience with juvenile sex offenders and their families in community-based settings and is independently licensed in the state of Ohio. Dr. Venable earned degrees from the University of Tennessee, Knoxville (BA) and the Ohio State University (MA, MSW, and PhD).</p>



Oral Presentation	
Registration ID	22858
Co-authors	Mary Hylton, Jill Manit
Region/Country	United States
Axis	5
Topic	Multi-layered Supervision: The Role Of Team-based Approaches In Field Education
Abstract	<p>Quality supervision is pivotal to the learning outcomes of students in social work field practica. Field supervision balances accountability, integration of classroom material with field experiences and professional socialization (CSWE, 2015). However, contextual factors, including high caseloads, scarce resources and staff turnover limit the availability and quality of field instruction. Multi-layered supervision is a team-based model of supervision that shifts the burden of supervision from one person to a university-agency based team that strategically divides supervision according to unique strengths (Richmond, 2009). This supervisory model is ideally suited for inter-professional contexts as it couples MSW supervision with the unique expertise brought by professionals from varying backgrounds.</p> <p>This presentation describes the use and essential features of multi-layered supervision to facilitate the development of new field placement opportunities not previously possible using traditional supervision models. Fourteen Bachelor and Master of Social Work students were placed in administrative offices throughout a large governmental organization. Multi-layered supervision utilizing three points of supervisory contact was employed to provide coordinated supervision that included, management of day-to-day duties, traditional group-based social work supervision, additional training and coaching. The supervisory team included Master of Social Work Field Instructors, Task Supervisors and an agency-based “coach.” Students were trained on the roles of their supervisors including strategies to navigate and maximize the use of supervision under this model. Through these diverse experiences, social work students are afforded opportunities to clarify their roles, to safely explore their understandings of how state agencies function, integrate their coursework into their field work, develop an identity as an emerging social work professional and demonstrate competence. The presentation will present the multilayered supervision model used and conclude with implications for replication and future practice..</p>
Bio	<p>Mary E. Hylton is Associate Professor in the School of Social Work at Salisbury University. Dr. Hylton teaches policy practice, structural oppression, social welfare policy, and lesbian and gay lives. Her research focuses on the intersection of civic literacy and civic engagement, in particular the development of democratic forms of engagement, including voting, among young people.</p>



Oral Presentation	
Registration ID	22994
Co-authors	Mary Ruffolo, Daicia Price, Andrea Smith
Region/Country	United States
Axis	5
Topic	Developing MSW Student Interprofessional Competencies to Work in an Urban High Need and Medically Underserved Community
Abstract	<p>In this presentation, we highlight the innovative collaboration between a graduate school of social work and a large</p> <p>community network of integrated behavioral health and primary care organizations in one urban, high need, medically underserved county. The initiative funded by the Health Resources and Services Administration (HRSA), created opportunities for MSW students to learn with other allied health professionals the core competencies to practice in inter- professional settings. The funding provided by HRSA provided stipends to students and for field instructors to enhance their inter-professional skills related to their work. Over a 3-year time span, we developed and implemented an inter-professional curriculum, a centralized field placement-training program, and secured inter-professional field placements (including at FQHCs). We placed 89 MSW students in this program who were committed to working with children, transitional age youth and families in high need, medically underserved communities in over 20 organizations within the county.</p> <p>The MSW students with other allied health professional students engaged in courses focusing on clinical decision- making and in field based seminars that highlighted core inter-professional competencies (e.g. teamwork, communication). We conducted pre field placement and post field placement measures of the MSW students to capture their development of critical inter-professional competencies and skills. We documented significant growth in MSW student skills in establishing rapport, listening actively, and conveying relevant information in a non-judgmental manner to other allied health professionals, children, transitional age youth, and families, conducting brief evidenced based and developmentally appropriate screens for cognitive impairment, common mental health problems and problems that compromise health. These MSW students also reported beginning competencies in teamwork, inter-professional communication, problem solving, case/care management and cultural competence/cultural humility. Over half of the MSW students who completed this program accepted positions at their field placement sites post-graduation. This program continues today through financial support from the MSW program.</p>



Oral Presentation	
Registration ID	23052
Co-authors	Jessica LI Chi Mei, Cindy JIA, X.S.
Region/Country	Hong Kong
Axis	5
Topic	Virtual offender: a pilot project on nurturing social work students' capacity to work with offenders
Abstract	<p>Although considerable literature conducted in the context of Western societies has concluded that the use of virtual reality (VR) technology can facilitate students' learning, the applicability of this learning approach to nurturing social work students in the Chinese context remains uncertain. This pilot study empirically tests the effectiveness of VR technology in enhancing social work students' perceived creativity and competence in working with offenders. The study uses mixed methods that include qualitative and quantitative procedures in a complementary manner. 41 social work students received a VR training session in working with offenders, with pre- and post-questionnaire tests. The data indicate a significant increase in students' perceived self-efficacy in handling offenders. The qualitative data generated from the focus groups echo the survey findings and provide insights into the use of VR technology in social work education. Issues and implications for innovative education in the social work profession are discussed.</p>



Oral Presentation	
Registration ID	23059
Given Name	Sosa Leticia
Family Name	Villarreal
Region/Country	United States
Axis	5
Topic	De-Colonizing Study Abroad Social Workers Confronting Racism, Sexism and Poverty in Guatemala
Abstract	<p>The danger of U.S. study abroad programs is that students confirm and reinforce colonial notions of culture that privilege Western perspectives. If such experiences are not carefully framed from a human rights perspective, there is a risk that study abroad trips lead to “voluntourism.” This case study of our social work course to Guatemala challenges traditional notions of study abroad, addresses notions of colonialism, and is an example of a human rights approach to a study abroad experience. This paper provides the context and process used by the instructors in the development and implementation of the course. By connecting what students experience in this class to broader issues of race, gender, and history as well as connecting to their own professional development, students experienced an educational program that integrated issues of oppression across national borders, and their understanding of the importance of sustained relationships in the international context. Recommendations and challenges are discussed for those interested in developing such a course.</p>



Oral Presentation	
Registration ID	23344
Co-authors	PENELOPIA IANCU, ISABEL LANTEIGNE
Region/Country	Canada
Axis	5
Topic	Collaboration In Research, Education And Practice: Building Relationships To Create Change
Abstract	<p>Contemporary social work encounters problems that are often complex due to societal processes such as globalization or migration which can be a source of challenge for social workers (Green & McDermott, 2010; Van Robaey, Raeymaeckers, & van Ewijk, 2017). Thus, social workers need to collaborate with other professionals to address issues that cannot be solved individually.</p> <p>The interdisciplinary research project presented in this proposal began with a pedagogical initiative of faculty from different health education programs at the Université de Moncton, New Brunswick, Canada, which used experiential learning to develop activities allowing students to collaborate in complex situations related to real-life problems.</p> <p>This qualitative research project on interprofessional collaboration encompassed two phases. Phase I was funded by the Faculty of Graduate Studies and Research and focused on experience of interprofessional collaboration of social workers from three urban regions in the province of New Brunswick. Phase II, which is still ongoing, received funding from the National Research Grants of the National Consortium for Health Education (CNFS). This phase involves research interviews with different health care professionals such as social workers, psychologists, nurses, and physicians from both urban and rural regions across the province.</p> <p>Many themes emerged from the thematic analysis of the data collected that have important implications both for practice and education of health care professionals. This presentation will focus on the following aspects: complex situations encountered in practice that require interprofessional collaboration, complexity of intervention when collaborating with other professionals, challenges of interprofessional collaboration, and benefits of the interprofessional collaboration. The implications of this research are threefold: for practice (e.g. new models of collaboration), research (e.g. interdisciplinary teams) and education (e.g. curriculum, pedagogical methods, and learning outcomes).</p> <p>The content of this presentation covers various aspects of axis 5 such as social work curriculum, educational practices in social work, interdisciplinarity.</p>



Oral Presentation	
Registration ID	23344
Co-authors	PENELOPIA IANCU, ISABEL LANTEIGNE
Region/Country	Canada
Axis	5
Topic	Collaboration In Research, Education And Practice: Building Relationships To Create Change
Bio	<p>PENELOPIA IANCU, PhD - Associate Professor</p> <p>Penelopia Iancu's research fields of interest include families and mental health, interprofessional collaboration, complexity and chaos theory and social work practice, epistemology of social work intervention and ethical issues of documentation. She is currently coordinating two research projects, one on interprofessional collaboration and the other on services for parents that have children with mental health problems.</p> <p>Co-presenter : ISABEL LANTEIGNE, PhD - Assistant Professor</p> <p>Isabel Lanteigne's fields of interest include group work, ethical issues of documentation, interprofessional collaboration, complexity/chaos theory and social work practice, and epistemology of social work intervention. She is currently doing research about women and poverty, interprofessional collaboration and social work intervention with indigenous populations.</p>



Oral Presentation	
Registration ID	23358
Given Name	Kira
Family Name	Barut
Region/Country	Germany
Axis	5
Topic	Reflective Ethical Decision Making Process In Social Work Education And Practice
Abstract	<p>“A social worker’s values are a powerful ingredient of her professional self” (Dolgoﬀ/ Harrington/Loewenberg 2012: 22). This is why social workers need to have an understanding of their values and how they might impact their professional life. “Significant client-worker value gaps” needs to be discussed in that context (ebd. 108). Social workers may hold some values that compete with their clients’ values or other values. Additionally, ones’ own set of values sometimes conflict with each other. Therefore, it is important “to increase one’s awareness of the potential conflicts among them and the potential impact these conflicts can have on ethical decision making” (ebd. 64).</p> <p>For the practice this means that a social worker needs to identify the ethical dilemmas and the range of decisions that could be made. In order to look at the best way to proceed and to make an ethical decision social workers have to look at tools for ethical decision making, different Codes of Ethics, ethical theories and their own values. As ethical decision making tools e.g. the Ethical Rules Screen (ERS) and the Ethical Principles Screen (EPS) (ebd. 79ff.) could be used, as different Code of Ethics the Codes from the International Federation of Social Workers (IFSW) and the National Association of Social Workers (NASW). To reflect on your process theoretically you can use two different approaches to ethical decision making: the ethical absolutism and the ethical relativism (ebd. 2012: 52f.).</p> <p>Social work education needs to focus on ethical dilemmas in a critical and reflective way and to bring decision making tools (more) to the curriculum. Ethical decisions are complex and they need critical and accurate reflection that need to be taught. It is a process and there are many instances in social work practice where simple answers are not available to resolve complex ethical issues. A social worker needs to have the ability and commitment to act ethically. Practice is contextual and there are no fixed rules, only guidelines, which can help to make an ethical decision. Hence, an ethical decision should include and made up on a critical and comprehensible reflection on the ethical decision making process with the help of ethical decision making tools, Codes of Ethics, ethical theories and ones’ own values. This will guarantee an ethical and consequently desirable decision.</p>



Oral Presentation	
Registration ID	23358
Given Name	Kira
Family Name	Barut
Region/Country	Germany
Axis	5
Topic	Reflective Ethical Decision Making Process In Social Work Education And Practice
Bio	<p>Kira is a social work researcher und an experienced lecturer from the Frankfurt University of Applied Sciences in Germany. She received a scholarship for her doctoral research project on Diversity in Social Work with the special field on youth work. Her mission is to bring ethical decision-making processes and tools to the schedules of social work students as this is an essential and necessary topic where she has identified a huge gap that needs to be closed! Being a passionated lecturer it is very important for her that her students learn serviceably skills at university they can apply to practice as future social work staff.</p>



Oral Presentation	
Registration ID	23395
Co-authors	Tracy Omorogiwa, Amadasun Solomon
Region/Country	Nigeria
Axis	5
Topic	Expanding the frontiers of social work practice in Nigerian communities: Field practicum in focus
Abstract	<p>The social work practice in Nigeria has been restricted to some areas considered to be where social services are needed; these are government ministries and non-governmental organizations dealing with child, youth and women protection, health and vulnerable population. The current advancement of social work in Nigeria has not been able to address the social issues confronting the children in schools. Evidence is abundant on the absence of incorporation of school social work in a number of contexts in Nigeria. Although a number of efforts have been geared towards encouraging social work practice in Nigeria, however, there exist gaps that need to be filled in order to promote sensitive practice, in the sphere of school social work and particularly, in the rural communities. The aim of this study is to describe how the department of social work, University of Benin strives to develop social work practice through field education, to fit the needs of schooling children. The call for help is to promote social work practice, taking into consideration, the realities of school children in the Nigerian context. The focus on research without the frontiers of social work in communities through field experience has reduced the power to impart students and to enhance the social functioning of schooling children. Using the case study design, this study underscores how the department of social work, University of Benin conducts its field practicum. This paper recommends the need to integrate the teachings of school social work with practice in the rural environments; given that social work is context-bound.</p>



Oral Presentation	
Registration ID	23396
Co-authors	Karen VanDeusen, Dee Sherwood, Joshua Bishop
Region/Country	United States
Axis	5
Topic	Adverse Childhood Experiences, Lifetime Trauma Exposure, Well-being, and Resilience among MSW Students: Implications for Social Work Education
Abstract	<p>Prevalence of adverse childhood experiences (ACEs), trauma history, and secondary traumatic stress (STS) among social work (SW) students present challenges to the capacities of SW education. Recent studies confirm that graduate SW students report higher levels of ACEs than other graduate students and the general U.S. population. Direct exposure to traumatic events (TEs), along with indirect exposure to traumatic material in SW education, increase students’ risk for experiencing traumatic stress.</p> <p>Unaddressed, this may lead to STS, burnout, and a limited capacity to sustain effective SW practice. Self-care strategies that promote supportive relationships, well-being, and resilience may counter the impact of adversity and trauma. This exploratory, cross-sectional study informs SW education by exploring whether graduate SW students’ reported lifetime adversity and trauma are associated with well-being and resilience. Students from two public universities (N=214) completed a survey that measured lifetime adversity and trauma (ACE Questionnaire, Trauma History Screen); well-being (Personal Wellbeing Index); resilience (Devereux Adult Resilience Survey); self-care adequacy; and STS, compassion satisfaction, and burnout (Professional Quality of Life Scale). Descriptive, bivariate, and multivariate analyses indicate that graduate SW students report experiencing higher rates of one or more ACEs than the general population (81% vs. 59%, respectively), with 93% reporting lifetime exposure to one or more TEs. Despite high levels of adversity and trauma, 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 trauma were significantly and positively associated with STS, and negatively associated with well-being. Results demonstrate that perceived adequacy of self-care may support well-being and resilience, and protect against STS and burnout.</p> <p>To promote human relationships and sustainable development, we discuss implications for SW education including the development of trauma-informed teaching, curricula, administration, and student support services.</p>



Oral Presentation	
Registration ID	24568
Co-authors	Maria Lúcia Teixeira Garcia, Cristiane Bonfim Fernandez, Rita de Cássia Cavalcante Lima
Region/Country	Brazil
Axis	5
Topic	Affirmative action in Social Work Graduation Programs in Brazil
Abstract	<p>Social Work in Brazil has been debating the ethnic-racial issue and the affirmative actions in undergraduation and graduation studies. Affirmative action is an important measure of reparative, in view of the inequality in access to higher education of black and indigenous populations. This paper analyzes the race data among Social Work Graduate students available at Coleta Capes 2018 and PPG public notices. The premise here is that, in one hand, ensuring access to blacks and indigenous people advances in the programs; in another hand, the recording of data in the national information system (Coleta Capes) does not follow this process, making difficult to monitor and evaluate this affirmative action policy. Of the 32 graduate programs, in the field of social work in 2018, 20 included in their notices the prediction of ethnic-racial quotas and 12 have not yet adopted this criterion. Among the 20 Programs with affirmative action, 4 do not present data of their students; while the 12 without affirmative action register it. Only 2 Programs exhibited data for all students and other 2 Programs there is no record of black or brown students. The students' profile ranged from predominantly white (4 PPGs from the southern region), predominantly black (black plus brown) (9 PPGs) and the others recorded balance between the 2 groups. The affirmative actions implementation is underway in the Graduation Program of the Social work in Brazil, however 43% of Program have no student race / ethnic data for all students. Therefore, it is not possible to affirm the percentage of indigenous, black and brown people as students of these programs.</p>
Bio	<p>Maria Lúcia Teixeira Garcia - Professor of Social Work and Social Policy Programme</p> <p>Graduated in Social Work (1982) and in History from the Federal University of Espírito Santo (1989), Master's in Psychology from the Federal University of Espírito Santo (1995) and PhD in Social Psychology from the University of São Paulo (2001). Professor at the Federal University of Espírito Santo. She was the coordinator of the Social</p> <p>Work field at the Capes, composing the Scientific Technical Council for Higher Education between 2014 and 2018, being an alternate member of CTC-ES. She is currently a Professor in the Department of Social Work and the Graduate Program in Social Policy at Ufes.</p>



Oral Presentation	
Registration ID	24595
Given Name	Baiju
Family Name	Vareed
Region/Country	Canada
Axis	5
Topic	On Positioning Structural Frameworks In Indian Social Work Education And Practice
Abstract	<p>Structural social work proposes that social problems are not caused by deficits in communication between individuals and systems, but differential access to power and conflict between systems.</p> <p>While conventional social work operates within existing social institutions to assist individuals to adjust and adapt to the status quo, structural social work maintains that changes to existing social institutions are fundamental structural transformation. A progressive approach will alert the social worker to recognize clients suffer psychological harm as a result of institutional structures, which keep many people powerless.</p> <p>Professional social work in India has borrowed from west in social work theory, practice and education, and continues to mostly work on helping people to adjust with existing structures. Though the social work methods at micro, messo and macro levels, are fundamental to social work practice, they need to be consistently reinvented and adapted to local circumstances.</p> <p>Structural social work in Indian context need to address the struggles of Indian society resulting from social, economic, legal, religious, class and caste structures. Though they vary between states and within states and communities, the larger structural arches are the same. Structural social work, within the progressive approaches of social work, need to begin from social work education, subsequently integrated to social work practice. This shift in social work approach demands decolonising education and integrating local wisdom in analysing and addressing individual and community needs.</p>
Bio	<p>Baiju P.Vareed is social work educator, researcher, and social work practitioner. Baiju holds PhD in social work and master's in social work, economic and sociology. Baiju is currently Assistant Professor in School of Social Work in Faculty of Health and Community Studies in MacEwan University, Edmonton, Alberta, Canada. His research interests are in participatory practices, gender and development, immigration, and post colonialism.</p>



Oral Presentation	
Registration ID	24786
Co-authors	Barbara Staniforth, Sonya Hunt, Suzette Jackson
Region/Country	New Zealand
Axis	5
Topic	We are Family: The life and times of the Council for Social Work Education of Aotearoa New Zealand
Abstract	<p>The Council for Social Work Education of Aotearoa New Zealand (previously know as the Aotearoa New Zealand Association of Social Work Educators) is the national body of heads of social work programmes in Aotearoa New Zealand and has been operating in one form or another since 1996. All institutions in the country teaching social work come together two or three times a year to share information regarding education, research, policy, curriculum, professional workforce issues and developments in the social and educational sectors. Since its inception, there have been seven presidents of this association/council.</p> <p>This research describes the findings of semi structured interviews with all of the presidents and the chair of the field work subcommittee (1996 to 2020) which were conducted between 2016 and 2020. Participants were asked to describe their most most vivid memories of their time as president, the major challenges and opportunities of those times, the issues occurring for social work and social work education at the time and how they saw the Council evolving during their terms as president.</p> <p>While some issues have shifted with the times, challenges regarding funding for social work education, bicultural responsibilities and pathways towards the registration of social work have been consistent over the whole course of the Council. Results demonstrate the evolution of social work training and education in Aotearoa New Zealand and refer to some of the opportunities and challenges that lay ahead for social work education as the agendas for social work shift throughout the local and global arenas.</p>



Oral Presentation	
Registration ID	24795
Given Name	Gabriela
Family Name	Spector-Mersel
Region/Country	Israel
Axis	5
Topic	Developing professional identity and skills through Life Story Reflection
Abstract	<p>Life Story Reflection (LSR) - a process through which students become intimately acquainted with their life stories, situating them in contexts, culture and socio-psychological influences - has been proposed as a complement to customary modes of reflection exercised in social work education (Spector-Mersel, 2017). The latter are practice- oriented, focusing on the students' encounters with the field. As such, they are characterized by specificity, centering on particular occurrences, and proximity, as the reflective act typically takes place shortly after the occurrence being reflected upon. In contrast, LSR is holistic, encompassing the student's past, present and anticipated future, and addressing inner and outer factors, and possesses a temporal distance from the events, corresponding with the human delay in meaning making (Freeman, 2010). Recognizing the virtues of LSR in social work education, a three-phased application was developed, in which students recount, analyze and explain their life stories (Spector-Mersel, 2017).</p> <p>To explore the experience and perceived outcomes of LSR, a qualitative study was conducted. 33 BSW students at Sapir College, Israel, who underwent LSR within a one-semester course taught by the researcher, shared the reflections they wrote to conclude the LSR. The written reflections were analyzed through an inductive content analysis, which generated various themes. This paper will focus on the benefits attributed to LSR in developing the students' professional identity and skills. Three sub-themes will be presented and discussed: (1) LSR as an essential part of social work education; (2) I now understood my professional choice; (3) Practical outcomes: (3A) I gained insights about myself that will assist me in my future practice; (3B) I acquired/improved professional skills. These perceived qualities suggest that although LSR involves intellectual and emotional difficulties, it has much to offer in forming self-aware, critical and professional social workers.</p>
Bio	<p>Gabriela Spector-Mersel, PhD, is a senior lecturer in the school of social work at Sapir College. She is the Chairperson of the interest group in Qualitative Research and advisor of narrative research interest groups in Mofet institute. Her research interests include narrative identity, narrative gerontology, narrative research methodology, gender in later life and life story reflection.</p>



Oral Presentation	
Registration ID	24814
Given Name	Kristen
Family Name	Lwin
Region/Country	Canada
Axis	5
Topic	Bringing Evidence-informed Practice To Social Work Education
Abstract	<p>Social work practice involves assessing and addressing complex needs with the ultimate goal of promoting the well- being and functioning of individuals and families. Whilst Evidence-informed Practice (EIP) is a framework that is regularly presented as a foundation of ethical and best practice, the application of EIP is seldom practically addressed in social work education. EIP is the equal consideration of case context; child and family preferences and values; worker and organizational biases; and research evidence. Social workers are well educated on collecting relevant information and social justice, but less so in applying research to everyday practice. This study examines two areas: 1) characteristics that predict research use in practice; and 2) change in attitudes about research and research use. The sample includes 96 social workers who took part in a professional education series aimed at promoting research use in everyday practice. Results suggest that taking a research course ($\beta = .08, p < .05$), appeal of EIP ($\beta = .09, p < .05$), less work experience ($\beta = -.14, p < .001$), perceived leadership use of research ($\beta = .33, p < .000$), and being required to use EIP ($\beta = .23, p < .000$) predicted higher use of research [$F(6, 494) = 25.81, p < .000, R^2 = .22$]. Question two results suggest that attitude towards EIP [$t(86) = 4.01, p < .000$], likelihood of using EIP [$t(91) = -6.04, p < .000$], and confidence in [$t(86) = -5.30, p < .000$] and barriers to research use [$t(93) = 0.89, p < .000$] significantly changed in the expected direction after the five module education series. Taken together, results suggest that social work education has an opportunity to promote EIP through the use and application of research to everyday practice through increased knowledge and focusing on key attitudes and perceptions.</p>



Oral Presentation	
Registration ID	24817
Given Name	Nevenka
Family Name	Zegarac
Region/Country	Serbia
Axis	5
Topic	Co-Production of Knowledge for the Protection of Children Affected by Migration: Curriculum Development
Abstract	<p>Migrant “crisis” in Europe has brought numerous challenges for social work practice, requiring a design of new curricula. In Serbia, for a relatively short period, social workers had to acquire new knowledge and develop specific competencies to response to the needs of migrant families with children, especially unaccompanied migrant children. This paper is focused on designing and trial of the process of co-creation of knowledge in the development of social work curriculum in order to equip students and professionals for responding to new vulnerabilities of children in the context of migration. In order to create a curriculum integrating existing and emerging knowledge and comparative experience, a specific process was designed and implemented. It involved national and international perspectives, achievements and shortcomings from different policies and experiences, social work practice wisdom, gender studies experts’ knowledge focusing on gender based violence (GBV), cultural differences and gender positioning of children in the context of migration. It comprised of review and evaluation of training courses for professionals during the migrant “crisis”; analysis of curricula for social work with migrant children from universities worldwide; mapping and systematization of experiences of social services operating in the migration field in Serbia; and a series of consultations with front-line practitioners, program managers, volunteers, policy makers and migrant children. The main points of the process are framing, designing and leading ethical and inclusive consultations and diligent documenting of the process and its outcomes. Finally, it includes verification, reflection and critical review of experiences. The co-creation of knowledge holds the characteristics of a genuine social work approach. It requires participation, acknowledging of differences and a strong social justice framework. Simultaneously, it strives to offer a response to new challenges in the context of GBV and protection of children affected by migration, while highlighting the value of local knowledge and experience.</p>



Oral Presentation	
Registration ID	24822
Given Name	Jessica
Family Name	Gladden
Region/Country	United States
Axis	5
Topic	Social Work Students Attitudes Towards Yoga as a Therapeutic Technique in the United States
Abstract	<p>Somatic or body- based interventions such as yoga have been growing in the social work and therapy fields as a research- based intervention. West, Liang, and Spinazzola (2017) advocate the use of trauma sensitive yoga for individuals who experience symptoms of PTSD. Justice, Brems, and Ehlers suggest that the mind- body connection formed in yoga is well adapted to the needs of trauma survivors to create a feeling of safety in the body (2018). Research is beginning to explore the effectiveness of yoga for depression, anxiety, and other diagnoses as well. Social workers, as therapists, will have a major role in providing body- based treatment to clients in the future. Thus, it is important for social work students to have an understanding of the role of this type of treatment. One study took place to determine medical students’ attitudes towards yoga as a form of exercise and found that 70.5% of the students perceived yoga to have positive physical health benefits (Hegde, Rao, Menezes, Kotien, & Shetty, 2018). No information was gathered regarding yoga as a therapeutic model was included in this study. There is no published information regarding social work students’ attitudes or knowledge at this time. Social work students in Michigan in the United States completed a survey on their knowledge of yoga as both a form of physical exercise and as a therapeutic technique. Results indicate that while yoga is well- known for having physical benefits, there is a lack of knowledge regarding the use of trauma sensitive yoga as a therapeutic technique. Many students were unaware of the use of yoga in therapy. Social work educational programs need to expand to teach bodybased interventions such as yoga in both BSW and MSW programs in order to prepare students for the future of the field.</p>
Bio	<p>Dr. Jessica Gladden has a Ph.D. in Social Work from Michigan State University and an M.S.W. from Grand Valley State University. She earned her B.A. from Cornerstone University with a major in music. Dr. Gladden has a variety of clinical experience in private practice with Fountain Hill Center for Counseling and Consultation, teaching trauma informed yoga at Grand Rapids Healing Yoga, founder and executive director of Thrive: A Refugee Support Program and as a therapist at the YWCA and several other agencies.</p> <p>Dr. Gladden has multiple publications and multiple presentations on a wide variety of topics. She is certified in trauma sensitive yoga and as a clinical trauma professional. Her current research interests are in the areas of refugee coping skills, teaching trauma, and the use of somatic interventions such as yoga in clinical treatment.</p>



Oral Presentation	
Registration ID	24832
Co-authors	Chen Xin,Huang Yu-Ju,McCarty Dawn,Hou Liwen,Cheung Monit,Walker Arnitia,Taylor Patrici
Region/Country	United States
Axis	5
Topic	Partnership Training Skills: Service Learning as Leadership Training in a BSW/MSW Collaboration Project
Abstract	<p>Background: The Advancing Community Engagement and Service Institute (ACES) was launched in 2017 with the vision to deepen student learning through community service planning and implementation. Service learning aims to combine real-world learning and community engagement so that students become engaged learners and informed citizens. In 2019, a service-learning course (PTS: “Partnership Training Skills”) was delivered to infuse child welfare contents into the Master of Social Work (MSW) curriculum in one university campus and to encourage MSW students to work in practice projects with Bachelor of Social Work (BSW) students from another campus.</p> <p>Method: Four MSW students and 4 BSW students received ACES scholarships to enroll in PTS where students were paired to form 4 dyads to deliver foster-parent training programs under supervision. Curricular activities were planned to integrate knowledge acquired from the community before students delivered training for foster parents.</p> <p>Results: Two sets of evaluations are: (1) Pre-Post student outcome evaluation: problem solving, communication, and interpersonal collaboration. Although no significant changes were found in problem solving, due to high scores already expressed in the pre-evaluation, two areas showed improvement at the post-evaluation by .25 points and .50, based on two measures on communication and interpersonal collaboration, respectively, measured by a 5-point scale. (2) Foster-parent training evaluation: PTS training was viewed by the BSW/MSW pairs as a bridge to connect faculty, staff and students from two campuses. They perceived service learning as leadership training with an emphasis on practice skill enhancement.</p> <p>Interaction Theme: After watching an evaluation video, audience will mock-practice the evaluation measures for promoting interprofessional learning in teaching. Faculty mentors and MSW students will share foster training topics with the audience for planning next PTS. The winners of this service learning collaboration are the students for their effort to make permanency care a trauma-informed choice in community-based training.</p>
Bio	Dr. Xin Chen, PhD, MSW, MA, Assistant Professor at the College of Social Sciences, Soochow University, Suzhou, China



Oral Presentation	
Registration ID	24840
Given Name	Marina
Family Name	Morgenshtern
Region/Country	Canada
Axis	5
Topic	Conceptualizing Multifold, Critical Contextualized Social Work Education: Canadian and South African Perspectives
Abstract	<p>Dominant social work, internationalized through Western professional imperialism, erodes and overlooks contextual factors. As such, social conditions are interpreted through Eurocentric lenses and collective, Indigenous, communal ways of knowing and being are marginalized. Mainstream approaches that underline social control aspects of social work, compound harms imposed through colonization and contemporary forms of oppression. With increasing sensitivity to the limitations of Eurocentric models and the need for relevant social work, alternative practice examples are emerging. However, there has been less attention paid to the content and pedagogy of contextualized social work education. This presentation reports on the findings of a qualitative study with 28 Canadian and South African social work educators regarding their experience of alternative social work education and uses this data to conceptualize contextualised social work education. The study explored the educators’ understanding of the teaching strategies and content; and imperatives, supports, barriers, and pathways to teaching contextualized curriculum. The data were collected through individual interviews, as well as national and international sharing circles. The findings demonstrate that in order to ensure contextualized social work education, the educators used locally defined, multidimensional and intersecting perspectives, with features of indigenized, local, culturally appropriate, Afrocentric, critical/anti-oppressive, decentered, developmental and decolonized social work. The educational content and process were thus informed by an analysis of power, local conditions, student needs and local knowledge production. In addition to current transformative processes, contextualized social work education could only be entrenched if national, professional, institutional and departmental level barriers to decentering dominant views (informed by western and neoliberal discourses) were addressed. Educators’ illustrations of their pedagogical practices will be presented to inform social work departments enhancement of contextualized curriculum</p>
Bio	<p>Marina Morgenshtern is an Assistant Professor at the Social Work Department, Trent University, Canada. Her social work practice experience ranges from individual and family-oriented practice to community and program development. As a social worker in Canada and Israel, she engaged in community and leadership development; developed culturally-informed means for intervention with immigrant and ethnically and religiously minoritized families; developed and facilitated psycho-educational programs for low-income families, couples, immigrant and ethnic/religious minority parents, youth, and elderly, as well as provided individual and family counselling and served as a child protection officer in family justice system. Her practice in different countries has attuned her to social inequalities at local, national and global levels. Her areas of teaching and research interest include social constructivist, feminist intersectional, anti-oppressive, and antiracist approaches to social work with immigrant and ethnic minority individuals, families and groups, and the inclusion of marginalized voices into social work theory, research, and practice.</p>



Oral Presentation	
Registration ID	24844
Given Name	Nalini
Family Name	Rao
Region/Country	India
Axis	5
Topic	Social Work Students' Dissertations – Retrospect and Prospect
Abstract	<p>Teaching postgraduate Social Work students for nearly a quarter of a century is both an interesting and challenging task. More challenging and at times stressful is supervising and guiding Masters Dissertations. I have been enthused many a time the fervor the students brought to the table. I took up a laborious and interesting journey of researching Masters SW Dissertations related to health submitted from 1980 to 2005. The overall objective of the study was to highlight through content analysis, the different components of the dissertation like objectives, research design, data tool, data analyses, and findings, etc. The universe for the study consisted of 316 dissertations from three Chennai (Tamil Nadu, India) based institutions. Through random sampling 159 were selected and reviewed. A pre-tested content analysis grid was used with all components of research in a linear pattern and the contents were coded accordingly. Some of the salient findings were: All dissertations were quantitative studies. Two-thirds of them dealt with marginalized, minority and underserved population cohorts, nearly fifty percent were urban-centric studies, most of them used descriptive design and convenient sampling technique. The interview schedule was a more popular method of data collection. Data analyses were by way of tables and charts and percentages were a popular form of data representation and some did use differential analysis. The content analysis data was collated and hypotheses tested and concluded that: pre-testing of data tool facilitates better interpretation of data, Pre-testing of the data tool facilitates in arriving at meaningful conclusions and there is an association between the interpretation of data and final conclusions drawn from the study. The findings are many and many of the dissertations analyzed complex health issues and findings extended to practice.</p>
Bio	<p>P.Nalini Rao, Chair, SFL School of Social Work and Social Policy, The Banyan Academy of Leadership in Mental Health(BALM) Dr. Nalini Rao, holds a MPhil, Ph.D. in Social Work and is Research Guide to MPhil and PhD students. Retired after more than two decades of academic teaching as Professor and Head of Department of M.Phil and Ph.D at Madras School of Social Work. Later incubated as the Dean the Master’s programme in Social Work in Mental health of Tata Institute of Social Sciences, at The Banyan Academy of Leadership in Mental Health (BALM). Currently she is Chair- Social Work at the same institution. Dr.Rao’s expertise includes areas such as women, children, mental health and social development. She has designed post graduate and pre doctoral programs, conducted and evaluated several community development projects; and has published in national and international journals and functions in advisory capacity at notable academic and private sector institutions.</p>





Oral Presentation	
Registration ID	24850
Given Name	Sergio
Family Name	Cecchi
Region/Country	Italy
Axis	5
Topic	The Construction of Professional Knowledge in Social Work Through Participation in an Academic Research
Abstract	<p>The construction of professional knowledge in social work should be the result of a synthesis between the research carried out in the academic centers and the results obtained by professional practice in the daily work of social workers. This connection between theory and professional practice is often very complex to obtain, both for the distance that separates the university from the concrete problems of the service operators and for the difficulties that social workers have to reserve space for reflection on their work and to submit to check the results of their work. The experience presented is an example of how academic research and professional practice can work together to reflect on the quality of work of social workers and to improve basic theoretical knowledge. In this experience, a statistical survey on a rather large group of social workers allowed some results to emerge which were partly in line with national and international research, but which also required other interpretations. For this reason, the professional community involved in the research was asked to interpret the survey results in some focus groups through the questionnaires. The results of this group discussion have allowed a remarkable capacity for critical analysis and construction of professional knowledge to emerge in the social service. Furthermore, the group comparison on the results of the research on the social service work proved to be an important occasion for collectively built professional training, through the debate and the exchange of experiences.</p>



Oral Presentation	
Registration ID	24867
Given Name	Edgardo Toro, Adela Bork
Region/Country	Chile
Axis	5
Topic	Sociocultural Intervention Approach (SCIA) to Integrate the Intervention Between the Material Condition of Life and Cultural Transitions of Contemporaries' Latin America
Abstract	<p>The professional development of social work in Chile can be traced back since 1925. This involves the influence of the professional in a number of issues such as the development of social policies and wellbeing state; the development of community social work; the process of Reconceptualisation; the protection of the Human Rights and recovery of the democracy, and the rebuilding of a democratic and participative society with inequality and cultural transitions. The School of Social Work of the Pontificia Universidad Catolica de Valparaiso has been part of this development during the 20th century. It was inaugurated in 1956 in the context of the challenges of the Chilean process of social development. Considering this scenario, the School of Social Work has been running a programme of Master in Social Work since 2009, focusing on issues related to family and community & territory. This Programme is highly connected with intervention practices (statutory and voluntary sector) and the main challenges of contemporary social work. The following presentation will reflect the main elements involved in the Master Course Sociocultural Intervention Approach as a proposal that integrates interventions on the material condition of life and cultural transitions of contemporary's societies such as Latin American society. The main elements of the SCIA includes (i) A long-term historical trajectory of culture (Braudel: 1986, 1991); (ii) Cultural institutions that building rationale and mentalities as fundament of processes of persistence/resistance, both entities associated with social changes (Lypovetsky:1986; Kristeva: 1997; Montecinos:2010; Butler: 2005); and (iii) A reflective-analytic model of sociocultural intervention (Bork, Caceres, Toro: 2008). This model recognises agents, individual social actions, material and symbolic supports, and the otherness as a process of social bonds. We will illustrate examples of changes in services and programmes based on SCIA considering the experiences of social workers and practitioners that implemented this approach.</p>
Bio	<p>Dr Edgardo Toro, Social worker, Professor School of Social Work Pontificia Universidad Católica de Valparaiso</p> <p>Dr Adela Bork, Social Worker and Sociologist, Professor School of Social Work Pontificia Universidad Católica de Valparaiso</p>



Oral Presentation	
Registration ID	24943
Given Name	Kaisha
Family Name	Brezina
Region/Country	United States
Axis	5
Topic	Promoting Global Social Work Education Through a Student-Initiated Independent Study
Abstract	<p>This presentation introduces the Global Independent Study (GIS) program at the University of Michigan School of Social Work as a sustainable and complementary global social work education pedagogy through reflecting on the past six years of offering the program. GIS offers an elective credit-bearing opportunity for MSW students to travel outside of the U.S. to study a self-selected global social work topic. This experience is supported by faculty and an administrative global office. The student, under faculty supervision, focus their GIS on service learning, internships, research, or shadowing opportunities. The administrative office offers a grant to help cover costs. GIS students complete predetermined assignments for credit and each submit a reflective poster, which is stored in a digital archive accessible to the public. Since 2014, there have been 151 MSW students who successfully completed GIS. Among them, 35.10% identified as a racial minority, and 84.77% identified as female. Students have traveled to 57 countries. Keywords used to describe GIS experiences include; child welfare, community work, clinical engagement, data science, education, HIV/ AIDS, juvenile systems, language and culture, migration, public health, public and social policies, refugees, and more. As GIS continues to grow and develop, diversity, equity and inclusion efforts are a focal point for student recruitment and in funding decisions. This presentation demonstrates GIS program impacts through data analysis and visualization of student reflections. It is evident that the GIS program advances students' competency in engaging diversity and differences in global social work practice and research. It fosters a flexible educational environment for students that is grounded with support and mentorship from faculty and administration. It is our hope to share this model with global social work colleagues and thus promote the values of this critical and integrative educational pedagogy.</p>



Oral Presentation	
Registration ID	24964
Given Name	Amber
Family Name	Williams
Region/Country	United States
Axis	5
Topic	Fostering International Social Work Education Through Global Partnership: A Model For Student in Exchange in India and the United States
Abstract	<p>The following presentation will present a model of sustained global partnership in international social work education through student exchange in India and the United States. The partnership was established to promote an international education framework that creates awareness of global issues facing diverse communities, provides competencies in global social work practice, and fosters cross-cultural skills for community engagement and leadership in an intentional context. In light of these shared goals, presenters will discuss the purpose, origin, and organization of the partnership between Madras Christian College (MCC) and the University of Michigan School of Social Work. Additionally, presenters will discuss the composition of the bilateral student exchange program (including field experiences, faculty engagement, and participation in courses), how it is arranged, pre-departure and arrival requirements, and the curricular objectives among participants. Through student exchange, each university partner provides a focus on relevant social issues affecting surrounding communities, and exposure to the social work pedagogy unique to each academic program. For example, exchange students placed at MCC explore indigenous social work practice, non-profit organization's function, applicable community development approaches and models, and understanding the local culture of urban, rural, and tribal communities in South India. Exchange students in the United States explore local human development concerns at social service agencies in the mid-western hemisphere of the United States. Presenters will discuss the administrative arrangement of the exchange, field experiences and requirements, and learning outcomes among participants. Participants in the session will gain perspective on ways in which global partners can develop and sustain global student exchange through shared agreements, administrative coordination (i.e. visas, housing, funding, etc.), and collaboration on curricular objectives. Presenters will also share learning outcomes among former students, lessons learned from the collaborative process, a model for international social work education, unique challenges, and visions for the future.</p>



Oral Presentation	
Registration ID	24995
Given Name	Ning
Family Name	Tang
Region/Country	Macao
Axis	5
Topic	Comparing the Attitude Toward Humanitarian Welfare Values Between Zhuhai and Macao Social Work Students
Abstract	<p>This study utilized a cross-sectional, survey method to examine the humanitarian attitudes of social work students in Macau and Zhuhai. Data were collected through a self-administered questionnaire. Two social work undergraduate programs from each region were selected to conduct the survey. A total of 274 students returned their surveys with a response rate of 95%, generating 266 valid surveys for data analysis. The findings showed that there were significant differences in terms of the composition of social work students between Macau and Zhuhai. The differences revealed the different higher education systems between the two adjacent cities. Both Macau and Zhuhai students reported collectivist orientation, and there was no significant difference in terms of the level of their orientation. Nonetheless, they did report significantly different opinions on some items. The differences may reflect the distinguishing cultural and welfare state of the two regions. Overall, humanitarian welfare value was well accepted by both Macau and Zhuhai social work students. Humanitarian welfare value was found to be significantly related to students' grades, their professional commitment, as well their collectivist orientation. In particular, Macau students reported a significant higher level of humanitarian welfare value than their Zhuhai counterparts. When teaching humanitarian welfare value in classes, it is necessary to relate it to the local cultural, social and welfare context.</p>



Oral Presentation	
Registration ID	25039
Co-authors	Becky Anthony, Allessia Owens-King , Jennifer Jewell , Cheryl Bissell
Region/Country	United States
Axis	5
Topic	The Impact of Social Work Month Activities on Social Work Students' Community Engagement
Abstract	The National Association of Social Workers (NASW) in the United States designated March as National Professional Social Work Month to raise awareness about the value and contributions of social workers. This month was first recognized in 1963. NASW sets a new theme each year. The theme for 2019 was Elevate Social Work. And each year, Salisbury University's School of Social Work coordinates or supports a series of related events for faculty, students, and community members to honor social workers and the social work profession. Two thousand and nineteen (2019) represented a particularly unique opportunity to conduct a study on the impact of these events due to the broad range of planned events, including those initiated by Salisbury University and others spearheaded by the Wicomico County Maryland Department of Social Services with participation by Salisbury University and other organizations and agencies in Maryland's Lower Eastern Shore. The purpose of this research study was to determine the impact of March 2019 social work month events coordinated or supported by Salisbury University on students. We explored if social work month events contributed to feeling a stronger engagement in social work. The results also assist in planning and promoting events for future social work months. The goal of this oral presentation is to highlight one U.S. based university's approach to linking students and social workers in the community to professional networking opportunities. Findings from this research study created to determine the impact of social work month events on students will be shared.
Bio	Dr. Becky Anthony is an Associate Professor in the School of Social Work at Salisbury University. In this position, she teaches courses within both the BASW and MSW programs focused on privilege and oppression, human sexuality, and multiple courses focused on social work practice. Her social work practice and research are focused on three areas: human sexuality, technology, and diversity and inclusion.



Oral Presentation	
Registration ID	25072
Co-authors	Eliana Suarez ,Eleanor McGrath
Region/Country	Canada
Axis	5
Topic	Community-Engaged Research with Police Members on Resilience and Mental Health in Ontario, Canada
Abstract	<p>Police have incredible responsibility for and power over our communities. Equally, they are exposed to some extremely traumatic situations and are often expected, officially or implicitly, to continue serving without difficulty. Despite the availability of mental health services, the prevalence of Post-Traumatic Stress Injuries (PTSI) among Canadian Public Safety Personnel (PSP) continues to be significantly higher (40%) than for the general population (10%). In Ontario, there is an alarming concern regarding the recent number of suicides among police service members. Unlike other studies which focus on direct interventions to alleviate PTSI, our study looked at police service members in Ontario and their preferences on how to access mental health information and services and the identification of sources of strength and resilience for those who remain functioning well despite similar exposure to traumatic stress, and whether their help seeking preferences are enhancing or hindering such resilience. A critical oversight in previous inquiries has been the limited participation of members of the police services as primary stakeholders. The objective of the research was to put the insights of members of police services up front, serving not only as users of the knowledge resulting from the research but also as producers of such knowledge. This project therefore had an advisory committee comprised of current and former police service members to provide input at all stages of the study. Our presentation will centre on the successes and challenges in engaging police services and community members in the roll out of the research process and the findings of the study around the two core themes of help seeking preferences, and resilience of members of police services. Our ultimate vision is resilient and mentally healthier police services being able to sustain healthier relationships with the communities they serve.</p>
Bio	<p>Eliana Suarez is an Associate Professor at the Faculty of Social Work, Wilfrid Laurier University, Ontario, Canada. Eliana received her master and PhD in Social Work from the University of Toronto. Born and raised in Peru, she is a peace and human rights advocate. Her overall research focuses on the intersection of trauma, violence and resilience, and the health consequences of such experiences. Eliana previous research has honoured the gendered resilience and resistance of Indigenous women in the aftermath of the Peruvian armed conflict (1980- 2000). She has also examined youth informed priorities on HIV/STIs prevention and sexual health rights in Peru. A recent project has developed a community based prevention model of sexual violence in Ayacucho, Peru, a post-conflict community. She is a member of a large interdisciplinary network of scholars and activists involved in transformative memory projects in Colombia, Uganda, Peru, Indonesia, Northern Ireland and Canada. She is the PI of a community engaged research project in Ontario aiming to map the resilience pathways and preferences for help-seeking among police forces in the context of post-traumatic stress injuries.</p>



Oral Presentation	
Registration ID	25106
Co-authors	Xupeng Mao,Zhang Liwei,Liu Yuerong
Region/Country	China
Axis	5
Topic	Stressors and Subjective Well-being Among Chinese Older Adults: Uncovering the Buffering Role of Social Support Patterns
Abstract	<p>Using data from two waves of the China Health and Retirement Longitudinal Study (N ≈ 5,500), this study used latent class analysis to identify social support patterns among Chinese older adults based on the types and sources of social support. Multivariate regression was used to examine the buffering roles of social support patterns in the relationships between two stressors (i.e., poor health and functional dependence) and older adults' subjective well-being (i.e., depressive symptoms and life satisfaction). We found five distinct social support patterns (i.e., financially independent/ family-focused, financially independent/spouse-focused, financially dependent/spouse-focused, Chinese traditional support pattern, financial dependent/diverse) among Chinese older adults. Poor health and functional dependence were significantly associated with lower subjective well-being. The buffering role played by social support differed significantly by its patterns. Chinese traditional social support pattern and financial dependent/diverse pattern mitigated the negative relationship between two stressors and older adults' subjective well-being. In addition, financially independent/family-focused and financially independent/spouse-focused somewhat buffered the relationship between functional dependence and low subjective well-being. Implications for the well-being of the Chinese elderly population were discussed.</p>



Oral Presentation	
Registration ID	25112
Given Name	Ana M Sobočan, Petra Videmšek
Region/Country	Slovenia
Axis	5
Topic	Eutopia – Transforming European Higher Education Through Social Work Concepts
Abstract	<p>EUTOPIA is an EAC funded (Erasmus +) project involving six universities, from distinct national, regional, institutional, political, economic and social contexts. Through the intended multilateral collaborations, and working as anchor institutions, it aims to create transformative and open learning opportunities that extend the horizon of expectations for tomorrow's graduates and researchers, both in Europe and throughout the world. This presentation will discuss one of the focuses of this project, namely promotion of inclusion and equal societies. Implementing principles of inclusion, openness, equality and diversity requires higher education institutions to move beyond traditional exchange approaches, and to implement well-coordinated practices and programmes that are explicitly and honestly designed to support two key goals: the need to foster the inclusion of all, regardless of gender, socioeconomic status, race, ethnicity, regional affiliation, migration background, capability, sexual orientation, transgender identity, or expression; the need to attend to the relationship between ideal inclusivity agendas on the one hand, and real student body balance and financial inequality issues on the other hand. The presentation will present the identified good practices in engaging with student diversity and inclusion and demonstrate how social work values, principles and methodologies can be crucial in tailoring higher education policies and practices towards full access, justice and participation. The authors will present how 'learning-from-doing', 'co-creation', 'user-involvement' and other social work concepts can provide a theoretical underpinning and practical examples of how education can (and should) become accessible to all learners, regardless of their abilities, circumstances and backgrounds.</p>



Oral Presentation	
Registration ID	25112
Given Name	Ana M Sobočan, Petra Videmšek
Region/Country	Slovenia
Axis	5
Topic	Eutopia – Transforming European Higher Education Through Social Work Concepts
Bio	<p>Dr Ana M Sobočan is an assistant professor and researcher at the University of Ljubljana, Faculty of Social Work (Slovenia). Her teaching, research and publication interests are ethics in social work, ethical decision making in social work practice and (qualitative) research ethics. She is the chair of a research ethics committee. She is a member of the EUTOPIA WP5 (Inclusion) team.</p> <p>Petra Videmšek, PhD is assistant professor at Faculty of Social Work, University of Ljubljana, Vice dean for research, development and doctoral studies.</p> <p>Her main research interests are social inclusion in the field of mental health and handicap, involvement of service user into research and education, social inequalities in the field of handicap and advocacy on the field of sexuality and sexual abuses for handicapped people and people with mental health difficulties, supervision in social work. She is leading the training program Qualification for Supervisors in the field of social care. She is leading work package 5 in Eutopia Alliance https://eutopia-university.eu/2020/10/21/promotion-of-inclusion-and-equal-societies/. She publishes many international and national articles about service user involvement into research.</p>



Oral Presentation	
Registration ID	25169
Given Name	Catherine
Family Name	Maguire
Region/Country	United Kingdom
Axis	5
Topic	Citizen Involvement in Social Work Education: Closing the Circle
Abstract	<p>The Northern Ireland Social Care Council (Social Care Council) in setting and monitoring the standards for the Degree in Social Work works with citizens, employers and Universities to specify the outcomes the Degree should deliver and how best to achieve the outcomes. A partnership approach is at the heart of our model of regulation of the social work and social care workforce and social work education. For the Degree in Social Work, participation of citizens extends right through the regulatory journey of the development of the framework specification to delivery of the curriculum, assessment, monitoring and quality assurance and ultimately re-approval and accreditation. The recent five year review of the Degree captures this journey, taking lessons learned and proposing continuous improvement into the future, thus completing the circle. A Citizen Educator said, it is vital that graduating social workers know that they are coming into a persons life, not to solve every concern, but to enable people to make their own informed choices, supported by the knowledge and skill acquired from their education and training. This workshop will share the journey of the review, describing the experience from a range of perspectives, including that of the citizen as co-producer of the regulatory review. We will describe how we are using the findings of the review to inform and shape a programme of development and continuous improvement. We will ask workshop participants to join the conversation about their experience of citizen involvement in their context of learning and seek to improve our understanding of best practice and innovation as well as have awareness of the challenges for creating equal partnership and participation that includes direct citizen involvement.</p>



Oral Presentation	
Registration ID	25234
Given Name	Francesca Corradini, Camilla Landi, Paola Limongelli
Region/Country	Italy
Axis	5
Topic	Becoming a Relational Social Worker: The Group Work as a Learning Experience in the Unconventional Practice Placements
Abstract	<p>The aim of this presentation is to highlight how the principles of Relational Social Work, particularly empowerment, the recognition of experiential knowledge and the participation of service users, are applied in social work education through unconventional practice learning. In the unconventional placements at the Catholic University of Milan, the students work together with a network of people (professionals, volunteers, service users and caregivers) to plan and implement a project in a collaborative way. The student works independently with the local communities to put actions into practice which can cope with shared social problems. During unconventional placement the students work in groups, facilitated by a university tutor who is also a social worker. This presentation focuses on the methodological aspects typical of unconventional placements, with particular attention to group-work as a means to learning skills necessary to become a social worker. According to the Relational Social Work method, the students' group work follows the self-help group model and the tutor undertakes the role of facilitator. The students share their experiences in the field in a peer to peer approach. In this way, they are directly involved in creating their own training experience. The group work stimulates the students' empowerment because everyone takes responsibility for their learning experience while also contributing to the improvement in their colleagues' experiences. Unconventional placements are practice learning but also an effective emancipatory practice. On one hand, it develops emancipation of the people involved in the planning of social care interventions by giving them a voice and an opportunity to take actions in social changes. On the other hand, the students take part in their learning path and making way for their professional autonomy. They have an opportunity to be seen as equals in a training context and with professionals, service users and members of the communities.</p>
Bio	<p>Francesca Corradini, Ph.D., is a fellow researcher at the Relational Social Work Centre, at the Department of Sociology in the Catholic University of Milan (Italy). She worked for many years as social worker in a Child protection service.</p>



Oral Presentation	
Registration ID	25418
Given Name	Tatiana
Family Name	Avignone
Region/Country	Italy
Axis	5
Topic	Comparative Juvenile Justice System: Similarities and Differences Between Italy and Spain in Alternative Measures
Abstract	<p>“New adolescents” are the sons of the “new parents” who are born in a “new world”. Delinquency is the failure of the individual’s adaptation to the modern society. As Gibran Khalin Gibran said someone who is wrong can’t do it without the hidden agreement of society. Due to the research, it is shown how it isn’t possible to understand the delinquency phenomenon , if we don’t take into consideration the different mechanisms which influence the singular peer and its role in the society where he lives. Starting from a macro point of view, the research seeks two different jurisdictions like the Italian and the Spanish ones, and indeed, the Sardinian and the Andalusian’s ones. According to different interviews, it has been discovered like the probation system in Italy and in Spain are different but at the same time useful to achieve the same result: a decreasing incidence rate of crime . On the one side, social educators, in Andalusia, and on the other side social workers, in Sardinia, those who work in the probation system with different tools and similar skills, help to the adolescents and their families to build an important network. Nevertheless probation measures are an opportunity to grow, learn and develop for the youngsters. the interviews made in the research should be born in mind because it has been demonstrated that in Sardinia with the “messa Alla prova” and in Andalusia with “libertad vigilada” are: - An opportunity for the adolescent who makes a mistake and a person who doesn’t have the profile to go to prison - An educative experience with rules, obligations and responsibilities - A chance to reflect and critical revision of their behaviours. On the whole, the efficiency of the probation system has been shown in the recidivism rate of juvenile delinquency is lower than in measures based on deprivation of freedom. Specifically, only 19% or 20% in Sardinia of the youngster commit another crime after a probation measure, and more than 70% in Andalusia of these measures are successful. To sum up, the educational contents of non-deprivative of freedom measures work better to the reintegration of adolescents in the society.</p>
Bio	<p>Tatiana Avignone is a Justice Social Worker of Italian Justice Ministry. She has had various international experiences in juvenile justice systems of Spain and Italy, which inspired her investigation about the differences between the Italian juvenile justice system and the Spanish one. She has always been working with young offenders in order to promote and educate them in the legality awareness, in particular with probation activities. Recently, she has started to work in the ministry of juvenile and community justice in the adulthood department of Nuoro (Italy).</p>



Oral Presentation	
Registration ID	25479
Given Name	Orna
Family Name	Shemer
Region/Country	Israel
Axis	5
Topic	Merging Knowledge Between People with Lived Experience, Academics and Professionals – Educating for Inclusive and Human Rights Oriented Social Work
Abstract	<p>Merging knowledge, critical social work education, lived experience</p> <p>Despite the increasing discourse in social work education on the importance of service user's participation and self-determination processes, it appears that actually there is little training, research and practice that enables authentic participation of people with lived experience. There is a discrepancy between the basic premises of the profession and what is actually being taught to students, the practical tools that use knowledge from experience as a relevant and contributing type of knowledge.</p> <p>This lecture will describe a model of critical social work education through a courses consisting of social work students, professional workers and service clients. Two courses focused on the implications of the future world of work on disadvantaged population, and one course focused on family members of people with disabilities. Those courses enable a challenging and authentic space for human and professional encounter between three perspectives that expresses different sources of knowledge.</p> <p>I will describe the results of our journey as facilitators of the course and that of the course participant's. In this journey we had to deal with the implications of the unnatural joint journey in a heterogeneous groups, and to deal with the planning of participatory initiatives. We will deal with issues of reciprocity, bridging, accessibility, hierarchies of knowledge as well as fundamental issues such as the value of people with life knowledge for practitioners and for policy-making processes. We will also describe results of joint initiatives. From the data on the course, we will present principles of action into the practice of Merging of Knowledge model, along with the challenges and risks it poses. We will discuss the importance of its dissemination in order to democratize policy processes, the social work profession, the field of employment and the field of disability.</p>



Oral Presentation	
Registration ID	25527
Given Name	Kana
Family Name	Matsuo
Region/Country	Japan
Axis	5
Topic	The International Social Work Curricula in Japan: How to Activate the Discussion on the International Social Work in Japanese Social Work Education?
Abstract	<p>In Japan, more than half of social work schools do not open any classes of the International Social Work/Social Welfare, due to following the National Examination's subjects of the Certified Social Worker. The Japanese social work education focuses on the mainly, policies and the practical fields such as the social welfare for the children, elderlies, family, and people with disabilities. The globalization is accelerating even at the micro and mezzo-level, of Japanese communities; however, social work education and research in Japan still dominate by domestic-oriented studies. The Japanese Government will revise the social work education curriculum in 2021. However, it still ignores the international social work as a specific substance in social work education. How can be activating the discussion on international social work in Japan? In this presentation, the author reviews and examines the international social work literature, curriculum surveys in Japan. The limiting of education materials, language barriers, and the excess study loads to prepare the national examination are affected by the discussion on international social work. The translated terms of "international" or "global," "social work," and "social welfare" causes another confusion in the curricula. The presentation will suggest a paradigm of international social work research in Japan by changing the viewpoint of research methods. The definition of international social work can be achieved by accumulating knowledge through communication on global issues research beyond borders.</p>
Bio	Ms. Kana Matsuo (Master of Social Welfare), Senior Researcher/Associate Professor of Asian Research Institute for International Social Work, SHUKUTOKU UNIVERSITY, Chiba, JAPAN



Oral Presentation	
Registration ID	25540
Given Name	Gabriela
Family Name	Novotna
Region/Country	Canada
Axis	5
Topic	Racialized Students' Accounts of Diversity and Inclusion in their Quest for Becoming Helpers in Predominantly White Space
Abstract	<p>University programs in social work, nursing, and education present themselves as aware of and sensitive to the needs of multiple diversities in Canadian society. University curricula related to diversity, inclusion, and social justice are aimed at improving equity for marginalized groups. Racialized students, however, continue to experience the oppression their programs ostensibly combat. Situated within this critical awareness, our interdisciplinary team explored the experiences of racialized students in education, nursing and social work university programs in the ongoing work of naming and addressing racial inequities in higher education. We used the tenets of Critical Race Theory and Intersectionality to inform the whole research cycle. Five racialized students -- representing individual case studies positioned within the context of education, nursing, and social work professional programs at the University of Regina -- provided personal accounts of their schooling experience. Findings suggest that racism permeates multiple layers of racialized students' realities. Firstly, racism is ingrained in course curricula through embedded Eurocentric paradigms and the absence of non-dominant discourses. Secondly, classroom dynamics and student group work are perceived as the breeding ground for the creation of racist spaces. Thirdly, cultural competency, diversity, and caring discourses articulated in the programs curricula can obscure the lived experiences of exclusion of racialized students in their quest for entering the white helpers' space. Fourthly, racialized students' experiences with racism negatively affect their wellbeing, and as a result, they remove themselves from these racist spaces by withdrawing from the courses/programs. Lastly, anti-oppressive pedagogies and course content equip racialized students with knowledge and skills to name their own exclusion. We conclude by discussing the findings as a basis for exploring how education, nursing, and social work can inform each other for greater diversification in our classrooms, as well as the groundwork for developing a larger pan-Canadian or international research study.</p>
Bio	<p>Gabriela Novotna, Ph.D. Associate Professor at the University of Regina Faculty of Social Work, SK Canada. Dr. Novotna's research interests include in advancing scholarship in university teaching, the intersection of whiteness and immigrant status of university instructors, as well as critical examination of the teaching and learning dynamics of the university classroom through the lens of feminist intersectional theory.</p>



Oral Presentation	
Registration ID	25627
Given Name	Sherwani
Family Name	Khanum
Region/Country	India
Axis	5
Topic	Social Work Education and Feminist Epistemology: A Study of Social Work Curriculum of Selected Universities in India
Abstract	<p>Social work education should respond to the ever changing and complex social realities of the contemporary society. Consequently, social work education needs to be dynamic and requires to incorporate the challenges of modern society in its curriculum, classroom teaching field practice and research studies to make the learning relevant and applicable (NAAC Self Study Manual 2005). On the recommendations of University Grants Commission (UGC, 1980) and UGC Curriculum Report, 2001 tried to bring uniformity and relevance of social work practice to social work education across the country. Following the recommendations elective courses with theoretical base were introduced in social work courses all over India. In this direction elective course on women or gender were part of the curriculum in social work courses all over India. This paper reviews social work curriculum of selected universities of India which explicitly shows that though women and gender are included in the curriculum but what issues of women and gender are included and how they are being taught is debatable. The study finds interesting, striking and uniform absence of feminist epistemology in teaching gender and feminist social work in most of the selected universities in India. This paper argues that merely including a course on women or gender without teaching feminist epistemology is actually flawed and is what Andersen: 1987 called 'add a women and stir approach'. It is observed that social work students have trivial and oversimplified understanding of feminism that lacked "epistemological complexity" and "methodological rigour"(Orme, 2003). This trifling understanding of feminism among social work students in India is primarily because of lack of training in feminist epistemology owing to its conspicuous absence from social work curriculum .</p>



Oral Presentation	
Registration ID	25697
Given Name	Andrea
Family Name	Nagy
Region/Country	Italy
Axis	5
Topic	Accountable for What to Whom and How? Professional Accountability in the Evaluation – Research Accompanying the 'Z6 Youth Center Project of Intersectional Violence-Prevention'
Abstract	<p>Professional accountability is central to social work practice as well as to the government and public. The increasing focus on professional accountability as discussed in the context of new public management and public austerity measures has been articulated as partly incompatible with the professional discretion of social workers and their engagement in serving the needs of service users. However, in contemporary social work contexts it is also a subject matter of professional ethics to 'negotiate a balance between personal engagement and professional accountability'. The Z6 youth center in Innsbruck, Austria, received funding for the lead of a project on intersectional violence-prevention with many collaborating agencies all over the city of Innsbruck, to take place from 2019 to 2021. The project accompanying evaluation-research should, in their own view, provide means to measure the outcome of their prevention work, but should at the same time pay respect to the fact that the nature of 'evidence' is diverse, and that a multitude of voices needs to be included, when their violence prevention practice is to be evaluated. So they called in a scientific counseling in order to collaboratively set up and implement an accompanying evaluation-research that meets their standards of professional ethics in order to serve and advocate for their clients but also guarantee accountability for the funding agencies and to the public. The evaluation-research concept that was recently launched in order to accompanying the 'Z6 youth center project of intersectional violence-prevention' is a result of a negotiation process about 'professional accountability' and will be presented as a practice example of this kind of negotiations in evaluation research. First results of the ongoing research will be presented, which will portray that various forms of knowledge productions can contribute to accountability in evaluation research, that go beyond numbers (p.ex. narratives, images, maps,...). This collaborative research-practice and co-creation of knowledge between social work practice and research increases the possibility of an ongoing dialogue with a multitude of 'voices'(dialogical research) and inspires the production of shared meaning in collaboration with various stakeholders.</p>



Oral Presentation	
Registration ID	25722
Co-authors	Paulini Christa, Seeberg Jelena, Von Groenheim Hannah
Region/Country	Germany/Lower Saxony
Axis	5
Topic	Transitions in the Life of Young Refugees We Are Trying to Figure Out How Social Work Can Support the Transitions of Young Refugees into Society
Abstract	<p>We are trying to figure out how social work can support the transitions of young refugees into society. If we talk about „transitions in the life of young refugees“ we refer to the theory of transition developed by Norbert Elias (Elias 2000). According to the expression of power balances we look at young refugees neither as an autonomous group nor as dependent victims of the circumstances without any agency. For our research project, we look especially at the period of arrival of young refugees until the period of consolidation and the transitions regarding the refugee status (Hargasser 2016: 35). Our aim is to get more and valid information about the living situation and the challenges for young refugees in Lower Saxony. We are aware that the adolescence is a very formative stage of development and connected with many changes for young people concerning their environment and their own personality. Additionally, young refugees might be confronted with the insecurity of their residence status due to the asylum procedure or with the end of the residential care by the German youth welfare-system. Other challenges within transition phases involve the experience of racism, language barriers due to a monolingual education system, social integration or living situations. Our aims for the research project are to improve the knowledge concerning the necessary support for young refugees experiencing transitions and to develop guiding principles for the youth welfare professionals. At the moment (November 2019) we completed group discussions with young refugees and analyzed them according to the Grounded Theory Methodology (Glaser / Straus 1971). Group discussions with professionals and guided interviews with young refugees and professionals will follow. We would like to present our results as part of the conference with an oral presentation.</p>



Oral Presentation	
Registration ID	25731
Co-authors	Paulini Christa, Seeberg Jelena, Von Groenheim Hannah
Region/Country	Germany/Lower Saxony
Axis	5
Topic	A Newly Developed Methodological Design For Group Discussions With Young Refugees Due To Their Heterogeneous Living Situations
Abstract	<p>Within the context of our research project about the transitions in the life of young refugees, we developed a new methodological design for group discussions which we would like to present as part of a workshop at the conference and discuss our results with the participants of a workshop. One of the aims in our research project is to get more and valid information about the living conditions and challenges of young refugees in Lower Saxony - especially during phases of transition.</p> <p>According to the expression of power balances as part of the theory of transition developed by Norbert Elias, we look at young refugees neither as an autonomous group nor as dependent victims of the circumstances without any agency.</p> <p>We want to improve the knowledge concerning the support necessary for young refugees and develop guiding principles for the youth welfare professionals.</p> <p>The target group are young refugees (14-25 years old) and they need the opportunity to bring in their own themes in the context of a group discussion. We designed the group interviews less guided as possible but give every person in these very heterogeneous groups (accompanied and unaccompanied, different linguistic proficiencies etc.) the chance to arrange their thoughts, bring in their topics and express their experiences. On that basis, we developed a new methodological design for group discussions including a practical phase to give the young people the chance to visualize their thoughts with different materials. Based on pre-test interviews we developed special symbols, such as building, houses, smilies etc. Together with additional papers and pens, our interview partner can use the different materials in different ways, such as writhing, drawing, organizing structures in their own creative way. The results are used as stimulus for the continuing group discussion.</p>



Oral Presentation	
Registration ID	25734
Given Name	Trish
Family Name	Lenz
Region/Country	Canada
Axis	5
Topic	Inauthentic Reflection – The Challenge of Teaching Authentic Critical Reflective Practice to Social Work Students
Abstract	<p>Relationship building is a core component of the social work profession and is supported by reflective practice skills. Development and utilization of critical reflective practice skills is a requirement of social work students and practitioners. This article discusses the challenges of teaching authentic and genuine critical reflective practice in Western social work classrooms. Utilizing literature ranging from structural social work to skills-based competencies to spirituality and social work, I will argue that the implicit contradictions within the social work profession and lack of supportive spaces for examining failure within both society and educational institutions inhibits our ability as social work educators and practitioners to teach truly reflective practice. The conclusions of this paper suggest that in order to teach reflective practice in a meaningful and pragmatic way, social work education should focus on strengthening a culture of 'failing forward' in classrooms, and the development of basic critical thinking and debate skills in students.</p>
Bio	<p>Trish Lenz, Research Coordinator & PhD Student, University of Toronto. Trish Lenz is a PhD student at the University of Toronto and a Research Coordinator. Her dissertation research explores transformational social innovation and what relational elements are necessary between government & nonprofit organizations to support it. She is also interested in research that explores homelessness including experiences of homelessness, related policy and potential solutions. Trish is active in her local community, is a founding board member of a local non-profit with charitable status and currently sits as an active board member for the Oakwood Vaughan Community Organization.</p>



Oral Presentation	
Registration ID	25744
Co-authors	Randall Nedegaard, Andrea Carlin, Alejandra Rodriguez-Perez
Family Name	Nedegaard
Region/Country	United States
Axis	5
Topic	Lessons Learned from an Innovative Approach to the Delivery of Foundation Field Education Seminars
Abstract	<p>Introduction: Field education is considered to be the signature pedagogy of the social work profession globally. Although the primary delivery mechanism for field education is the internship and its accompanying professional social work supervision, field seminars are an important component in many countries. The field seminar provides an opportunity to share experiences, reinforce values, explore personal reactions to situations, better understand evidence informed practices, and network with other students in a safe environment. Fresno State University based in California, USA uses an innovative approach to the design and delivery. As part of the advanced group practice course, second year MSW students are solicited to facilitate field seminars for first year MSW students during their first semester. Methods: Evaluative feedback from over 300 first year MSW student participants has been solicited in the form of end of course evaluation comments. These qualitative comments are analyzed and broken into themes. Evaluative feedback was also solicited from over 60 second year MSW student facilitators. The facilitators also completed a survey at the end of the semester. This survey assessed student learning, support, and satisfaction with the experience. Qualitative data were analyzed using content analysis and quantitative data were analyzed using pre-posttests. Results. Findings indicate that this non-traditional design proved to be highly effective as both a socialization mechanism for the first-year students as well as a very meaningful practice experience for the second year MSW student facilitators. The presenters also provide background information on barriers to field seminars in their institution and share strategies that were effective in surmounting them. Implications. Study implications will address future directions for using this method of field seminars to support the delivery of field curriculum. The implications of this approach to field seminar will be addressed beyond the US.</p>



Oral Presentation	
Registration ID	25759
Co-authors	Fabiola Xavier Leal, Aline Fardin PanDolfi, Silvia Neves Salazar, Gary Spolander
Region/Country	Brazil
Axis	5
Topic	Social Work Training in Brazil and England: A Professional in Transition?
Abstract	<p>This paper is based on documentary analysis comparing social work training between Brazil and England with a particular focus on the curriculum and professional competences required. It considers the legislative frameworks, curriculum, the theoretical and ethical contexts as well as regulatory environments. This comparison is important given the professions unified Marxist traditional and theoretical framework in Brazil, which stresses its allegiance to the struggle of the working class, given the professions formation in the relations between social classes and the state within capitalism. Practice models are being challenged by neoliberal models within Brazil and England, while in England changes to regulation may result in further change along with the increasing marketisation of higher education.</p>
Bio	<p>Fabiola Xavier Leal Professor - Social Work Department and social Policy Program Espirito Santo Federal University, Brazil</p> <p>Aline Fardin PanDolfi Professor - Social Work Department and social Policy Program Espirito Santo Federal University, Brazil</p> <p>Silvia Neves Salazar Professor - Social Work Department and social Policy Program Espirito Santo Federal University, Brazil</p> <p>Gary Spolander Senior Lecturer - School of Primary, Community and Social Care Keele University, UK</p>



Oral Presentation	
Registration ID	25793
Given Name	Helena
Family Name	Belchior-Rocha
Region/Country	Portugal
Axis	5
Topic	Developing the Power of Action of Individuals and Communities, with Children and Young People
Abstract	<p>The objective of this oral presentation is to present the preliminary results of the ERASMUS + PHILIA project. This project aimed to strengthen the dynamics of inclusion, but also equality, non-discrimination, combating forms of segregation, developing a set of products to support social actors in the context of integration practices of this public with serious social difficulties, educational and learning (at-risk youth, child victims of violence and abuse, orphans, unaccompanied foreign minors). Promote innovative teaching and collaborative action research practices. Focusing on the importance of formal and informal relations, a collaborative action research was developed in 5 European countries (Germany, Belgium, France, Portugal, Romania), 11 partners and the Erasmus de Toulouse training center. In each of the 5 countries, trainers-researchers conducted a survey of young people accompanied by child protection institutions, students in social work and their accompanying professionals. The project promotes innovative educational methods and resources for a change in the educational model and practical intervention of social workers who accompany children / youth. The approach focused on developing the power of action of individuals and communities, developed by the Yann Le Bossé methodology, called DPA, was implemented at all stages of the project in order to innovate traditional standards. As a result we have a school success training module and a network training module, supported by a training bag and video / audio support.</p>



Oral Presentation	
Registration ID	25857
Co-authors	Maria Lucia Teixeria Garcia, Olga Perez Soto, Gary Spolander
Region/Country	Brazil
Axis	5
Topic	International Social Work Research Collaboration: Challenges and Possibilities
Abstract	<p>This presentation reflects on the international experience of social work research collaboration between three countries focusing particularly on through aspects: social-political context, the framework of the research and the process of sharing and developing new knowledge. Gardner et al., 2012 and Lombe et al., 2013 highlight the shortfall in the understanding of international research team processes and this presentation seeks to highlight the challenges and proposed solutions utilised. Using our experience of undertaking international research over the last 8 years involving three countries (Brazil, Cuba and the UK), with three languages (English, Portuguese and Spanish) and two theoretical frameworks social work and political economy. This reflection provides important reflection on the process of international research, highlighting the importance of clarity of what is being addressed, as language doesn't always mean the same thing to everyone despite the use of the same terms; a focus on the interpersonal relationships to adder the differences in theoretical frameworks. The paper reflects and theorises the challenges and possibilities of this research and proposes a framework for teams undertaking this research.</p>
Bio	<p>Maria Lucia Teixeria Garcia</p> <p>Graduated in Social Work (1982) and in History from the Federal University of Espírito Santo (1989), Master's in Psychology from the Federal University of Espírito Santo (1995) and PhD in Social Psychology from the University of São Paulo (2001).</p> <p>Professor at the Federal University of Espírito Santo. She was the coordinator of the Social Work field at the Capes, composing the Scientific Technical Council for Higher Education between 2014 and 2018, being an alternate member of CTC-ES. She is currently a Professor in the Department of Social Worl and the Graduate Program in Social Policy at Ufes.</p> <p>Dr. Gary Spolander, Senior Lecturer, School of Medicine, Keele University, UK</p> <p>Prof. Olga Perez Soto, Faculty of Economy, University of Habana, Cuba</p>



Oral Presentation	
Registration ID	25930
Co-authors	Farmer Antoinette, Mansoor Kazi, Farmer G. Lawrence
Region/Country	United States
Axis	5
Topic	Preparing Students to Engage in Program Evaluation: An International Experience
Abstract	<p>Within the last several years there has been a growing emphasis in schools of social work to focus on internationalizing the curriculum. Schools have internationalized the curriculum in one of three ways. By developing specialized courses, integrating international content into pre-existing courses, or developing study abroad programs. Educational activities that allow students to work and live in an environment different than their own have been deemed to be effective strategies in internationalizing the curriculum (Joseph, 2011). Such programs in social work include study abroad and field placements. Another such program is one where students learn program evaluation skills and then apply what they have learned by going to a country and working with staff at an agency to evaluate a specific program. This type of program allows students to see that they have transferable skills and prepare them to work in an international environment. Moreover, these research focused placements provide the opportunity for research to practice and practice to research dissemination.</p> <p>The focus of this presentation is on describing a program evaluation course where students learned the knowledge and skills to conduct a program evaluation and then apply what they learned in agencies in Elgin, Scotland and Manchester, England. These students worked directly with social work teams and other professionals to analyze program data and write an evaluation report. The results of the evaluation were present to all stakeholders. Feedback about the students' and the social work team members' experiences will be shared as well as information about how persons who teach program evaluation can develop a similar course. Additionally, the presentation will also demonstrate that research paradigms are universal and research methods can be applied in different practice contexts in different countries.</p>
Bio	<p>Dr. Antoinette Y. Farmer is Professor and Associate Dean for Diversity, Equity, and Inclusion at Rutgers, The State University of New Jersey, where she teaches Research II and Clinical Assessment and Diagnosis. She the author of numerous peer-reviewed articles and book, with the latest one entitled, "Research methods for social work: A problem-based approach".</p> <p>Dr. Mansoor Kazi is director of the Program Center, Academic Affairs, Fredonia State University of New York.</p>



Oral Presentation	
Registration ID	25932
Co-authors	CHUNG You Jin, TAN Ngoh Tiong, SENG Boon Kheng
Region/Country	Singapore
Axis	5
Topic	Globalization and Impact on Social Work in Singapore
Abstract	<p>Social work practice essentially is multi-faceted in approach and response to the culture and context of host countries. These contexts include not only the social-political milieu but also the cultural and historical background that catalyzed the peculiar development of social work.</p> <p>This presentation examines the context of globalization and how international situations and unique cultures in Singapore shape the model of social work practice in Singapore.</p> <p>The focus of this presentation is on clients’ needs and practice approaches, as well as social workers’ and educator’s views and perspectives in Singapore.</p> <p>Studies of indigenous social work are largely within each cultural context and do not offer a comparative framework for analysis. Models evolve over time the paper affirms the empirically derived culture specific models for contextual practice.</p> <p>The study along with other case studies will provide an over-arching framework for social work curriculum development and the understanding the impact of the social work models to meet the future needs of various countries within their social-political contexts</p>
Bio	<p>Dr. CHUNG You Jin – Senior Lecturer, Social Work Programme & Practicum S R Nathan School of Human Development, Singapore University of Social Sciences</p> <p>Prof. TAN Ngoh Tiong – Professor S R Nathan School of Human Development, Singapore University of Social Sciences</p> <p>Prof. SENG Boon Kheng - Head, Social Work Programme S R Nathan School of Human Development, Singapore University of Social Sciences</p>



Oral Presentation	
Registration ID	26014
Given Name	Susan
Family Name	Burke
Region/Country	Canada
Axis	5
Topic	Métissage: A Decolonizing Research Framework
Abstract	<p>As the concept of research as a decolonization strategy has come to the forefront, Indigenous researchers have been left with the task of defining what “Indigenous research” means for them, both collectively and individually. On an individual level, the process of operationalizing an Indigenous research strategy can be complicated, in part because the concept of identity is inherent in Indigenous research and there is a tremendous amount of variety in how Indigenous people identify themselves -- globally, within communities, and even within families and individuals. One research approach that has been put forward as a choice for Indigenous researchers is Métissage. This presentation will describe Métissage as a research framework and will provide an example of how it was used by a Métis researcher.</p>
Bio	<p>Susan Burke (PhD, RSW) is an Associate Professor at the University of Northern British Columbia in Canada. She is Métis and was a front line child welfare social worker for 20 years before entering academia. Her areas of interest include kinship care and permanency for children; Indigenous education; and research by, with, and for Indigenous peoples.</p>



Oral Presentation	
Registration ID	26068
Co-authors	Virag Viktor, Kimura Mariko, TAN, Ngoh Tiong, SENG, Boon Kheng
Region/Country	Japan, Singapore
Axis	5
Topic	Globalization and Social Work Education in International Comparison
Abstract	<p>This study is part of a comprehensive research project on models of social work and curriculum development for global social work. The project seeks to understand the context of globalization and how international contexts and unique cultures shape the models of social work practice and education in different countries.</p> <p>This study specifically focuses on the state of global social work education in various countries including Canada, Japan, Singapore and the United States. Key research questions are concerned with the following issues: vital common elements of the social work models across different social political contexts, unique features of each country's model of social work practice, courses related to globalization in each country, and changes in the curricula over the last 10 years. To answer these questions, an international survey on globalization and social work education was conducted among schools of social work. The survey aimed to understand the context of globalization in each country in terms of recent social changes including social needs and social work education, as well as context specific necessary competencies. Regarding the presence of global social work in each school's curriculum, related courses were surveyed. The following data was collected on these courses: course names, positioning in the curriculum, characteristics and features, course types and content, teaching methods, target competencies, evaluation methods, student experiences, and faculty development necessary for global social work education.</p> <p>The results provide an overview of the current state of globalization and its impact on social work education in various national contexts and a description of existing global social work courses worldwide.</p>
Bio	<p>Senior Assistant Professor, Nagasaki International University (Department of Social Work, Faculty of Human and Social Studies & Social Work Course, Graduate School of Human and Social Studies)</p> <p>Mariko Kimura, Professor, Japan Women's University.</p> <p>Tan, N T, Professor, Singapore University of Social Sciences</p>



Oral Presentation	
Registration ID	26116
Co-authors	Cecilia Heule , Marcus Knutagård , Arne Kristiansen
Region/Country	Sweden
Axis	5
Topic	Gap-mending and Social Change
Abstract	<p>The aim of this presentation is to report the result of a research project following up students that have participated in a gap-mending experimental course (7,5 ECTS). The study is based on 138 interviews from a total of 800 students (social work students and service users). The didactic foundation of the course is inspired by theories, which assume that learning and development is an active social process that requires action, interaction and reflection, and which is facilitated by students’ participation and influence over teaching (Freire, 1972; hooks, 1994; Klafki, 1997).</p> <p>The Mobilization course has been important for the development of the gap-mending concept, which we have developed together with our partners in the international network PowerUs (Askheim, Beresford & Heule, 2017; Heule, Knutagård & Kristiansen, 2017). Gapmending is not a particular method, but it is rather a reflective approach that can be used in contexts where people try to develop and improve social work practice. Since 2005 the course has been given 25 times.</p> <p>541 social work students, 31 master’s students and 268 students from different service user organizations have completed the course.</p> <p>The research project examines the significance the students believe the course has had for their development and career choices. A large part of the social work students states that the course has helped them to develop both on a personal and a professional level. Several of the social work students also states that the course had a bearing on the type of work they have chosen after their graduation. The students from the service user organizations says that the course was important and developing for them as individuals and that they, after the course, started to study or work. Many have also, after the course, been involved, and sometimes employed, in projects to develop user participation.</p>
Bio	<p>Marcus Knutagård is an associate professor at the School of Social Work, Lund University. His research interests include housing policy, homelessness and the importance of place for how social work is organized - its moral geography. He is involved in several research projects on homelessness. Two of them are Scanian homes: Reception, settlement or rejection – homelessness policies and strategies for refugee settlement and Take away – disinvestment of established methods when implementing new psychosocial interventions for homeless people and people with mental health problems. Knutagård’s research interests also concern social innovation from a welfare perspective, with a particular focus on service user influence in practice research.</p>



Oral Presentation	
Registration ID	26147
Given Name	Mashkhura
Family Name	Akilova
Region/Country	United States
Axis	5
Topic	Experiential and project-based courses on forced migration: social work practice with displaced persons
Abstract	<p>Social workers practicing internationally cannot be educated only in their classrooms without exposure to the realities of practice. Many of the oppressive practices within the international development field, including within the field of humanitarian response stem from improper training based on Eurocentric curriculum. Preparation of effective practitioners ready for the challenges of the field also requires practical experience and exposure to knowledge and skills originating in the Global South. This is especially important in the practice with displaced persons, majority of whom are hosted in the Global South. Additionally, countering the extractive practices where only students from the Global North benefit from the immersive experiences such as travel or volunteering, the project-based experiential courses aims to provide mutual benefit to both the practitioners and the students. Using the experience of “Social Work with Displaced Persons” course focusing on the field of humanitarian response within a specific country context, this presentation reviews the importance of experiential and project-based education to prepare professionals practicing responsible, holistic, trauma-informed, and culturally appropriate social work. Data from class reflections and agency-feedback was analyzed to study the learning outcomes of the course. The findings discuss effectiveness of various elements of the course and highlight areas of students' personal and professional growth. Implications for international social work education are discussed.</p>
Bio	<p>Dr. Mashkhura Akilova is a Lecturer in the Discipline of Social Work at Columbia University. Dr. Akilova’s research, practice and teaching focuses on social welfare and workforce development, migration and displacement, and child protection issues in the Global South. She has published on child labor and school dropout issues, social work development, and labor migration. She consults UN agencies and governments in Europe and Central Asia on social work and child protection systems development and capacity-building. Dr. Akilova is one of the editors of a forthcoming book on “Integrated Social Work Practice with Forcibly Displaced Persons.” She has led several classes on social work with displaced persons and advised student projects in Jordan, Turkey and Uganda. Dr. Akilova has a PhD from Columbia University and an MSW from Washington University in St. Louis.</p>



Oral Presentation	
Registration ID	26191
Given Name	Sheila
Family Name	McMahon
Region/Country	United States
Axis	5
Topic	Peace-Building through Non-Violent Communication (NVC): A Photovoice Exploration with a Community-Based Program for Justice-System Involved Youth
Abstract	<p>This research study uses a community-based participatory action approach, Photovoice, to investigate the impact of a trauma-responsive training program for youth involved with the criminal justice system and their community mentors. The 14-week program under study uses restorative circle practice and training in non-violent communication (NVC) to build relationships among youth (ages 11-18) and members of the local community in order to decrease recidivism, as well as to promote individual and community well-being.</p> <p>Bringing together youth involved with the juvenile justice system and community members who are caring adults allows them to build relationships across boundaries of race, class, education, and neighborhood through skills-building in compassionate communication, self-empathy, and interpersonal communication. This intervention allows for mutual growth for the youth and volunteers as a result of practicing NVC together, especially giving and receiving empathy. This skillful application of NVC principles and processes to disenfranchised youth makes a difference in their individual lives and in the community that is being created. Images and comments from the Photovoice project reflect positive, pro-social changes at the intrapersonal, interpersonal, group, family, and community levels, reflecting increased peace and connection at all of these layers of the social ecology.</p> <p>This project reflects important implications for practice and research. In terms of practice, this NVC program's trauma-responsive, restorative approach to youth involved in the juvenile justice system is a promising practice and should be investigated for use by schools and juvenile justice diversion programs throughout the nation. For research purposes, the compelling images and stories shared by the youth and community mentors demonstrate the power of NVC to build empathy, repair relationships, and practice peace serve as reminders that clients and program participants have wisdom to share that ought to be represented in research content and processes alike.</p>



Oral Presentation	
Registration ID	26230
Co-authors	Garcia Gilles, Speck Frédérique
Region/Country	France
Axis	5
Topic	Movies as a vector of acknowledgement and educational formation with & by students
Abstract	<p>This abstract is introducing an article around an ongoing pedagogical research in social work training.</p> <p>As teachers, we often refer to films in our pedagogical practices in an illustrative way. Those delivery types calling playfulness and emotions are greatly appreciated by students, invited to share with us their knowledges and film literacy in an emphasizing way.</p> <p>In 2017, two freshmen students asked us to go further by broadcasting some films we mentioned, outside of school hours. Our thinking after this request committed us to interrogate our intentions and made us identify two central points. Firstly, it's the narrative dimension and the images reading that interest us in a work session with our public as we invite them to reason and argument in the immediacy. Indeed, cinema teach us how to raise and work on fiction in order to develop more general ideas. The narration allows a shift essential to clinical work. Secondly, the artistic dimension and search of a movie is most important. Each piece is made in a specific era and context, it certainly says something about it. A movie evokes a particular atmosphere, sometimes in an intentional way.</p> <p>Through this analysis, we decided to implement the project Cinépsy with a dual purpose of formative experimentation and theoretical research.</p> <p>In November 2019, occurred the first Cinépsy session with the broadcast of the film <i>Le Péril Jeune</i> by Cedric Klapisch, that describes youth in the 1970s in France. Students and trainers took part in the debate around the political and social stakes of the time. Some accepted to be involved by being interviewed to analyze the effects on their training at different stages and to participate in the writing of an article about Cinépsy. The next session will be centered on the movie: <i>It's a wonderful life</i> by Franck Capra.</p>
Bio	Ecole Supérieure de Travail Social (Etsup)



Oral Presentation	
Registration ID	26308
Given Name	David
Family Name	McNabb
Region/Country	New Zealand
Axis	5
Topic	Addressing Privilege to Decolonize Social Work Education
Abstract	<p>The social work profession is committed to indigenous rights, social justice and the achievement of equity within human societies. It is the job of social work education to prepare and support students to work in a way that promotes these goals. Whereas a critical analysis of societal injustice is often employed that typically focuses on the disadvantage experienced by indigenous groups, the concept of privilege is helpful in analysing the advantages held by dominant settler groups as a flip side to such analysis.</p> <p>Research was undertaken with nine of the 19 social work programmes throughout Aotearoa New Zealand to examine how the profession's commitment to decolonization was being demonstrated by educators. Participants included a diverse range of indigenous and non-indigenous educators who spoke about the way colonization was addressed by them, their faculty team, their institution and the profession's regulator. The theme of privilege was raised and formed part of the practice for teaching about injustice, also for educator development and the way decolonization could be advanced more widely within their programmes.</p> <p>Examples are discussed and recommendations made on how the concept of privilege can be helpfully used in teaching, in staff development and more broadly in social work education programmes to promote decolonization. The roles of indigenous and non-indigenous faculty are explored. The author is a non-indigenous person committed to partnerships that advance decolonization.</p>
Bio	School of Healthcare and Social Practice, Unitec Institute of Technology, Auckland, New Zealand



Oral Presentation	
Registration ID	26419
Given Name	Karene-Anne
Family Name	Nathaniel
Region/Country	Republic of Trinidad & Tobago, West Indies
Axis	5
Topic	Collaboration not imperialism - learning from a cross-country symposium in Trinidad
Abstract	<p>This oral presentation will address key learning from a collaborative symposium held on the island of Trinidad in the Caribbean. The symposium focused on children with incarcerated parents and brought together colleagues from the Caribbean, the UK, and the US, but built on a pre-existing research partnership with Uganda and Romania and the core members of a newly formed international coalition. This presentation will focus less on the content of the symposium, but more on the experiences of the host organization in a developing country working with more experienced colleagues in developed countries. This presentation will take a critical perspective on international social work education, drawing on schools of thought that present it as an exportation of western ideas (Midgley 2016). Key learnings related to cultural awareness and sensitivity, the ever-present threat of ethno-centrism and quasi-imperialist attitudes, and 'beginning where local experts are' were highlighted. Facilitators embraced the power of professional humility, cultural and contextual intelligence and openness to learning from personal narratives of the unfamiliar.</p>
Bio	School of Healthcare and Social Practice, Unitec Institute of Technology, Auckland, New Zealand



Oral Presentation	
Registration ID	26431
Co-authors	Havrdová Zuzana, Čajko Eibichtová Monika, Lorenz Walter
Region/Country	Czech Republic
Axis	5
Topic	Reflection' as a critical Professional Tool for Social Workers under Neoliberalist Policy Conditions
Abstract	<p>“Reflection” has been well established as a central tool of inter-personal practice in health and social care professions. Adopted from psychotherapeutic contexts, it has been traditionally promoted in professional social work training to enhance accountable practice through critical self-awareness. However, it has recently been given less priority with the advance of New Public Management regimes and emphasis on efficiency through evidence based practice in social services, a development pioneered in the field of medicine. By comparison, reflection is gaining in importance in professional nursing education [Curtin et al., 2015; Strandås, Wackerhausen & Bondas, 2019] where effectiveness is also a priority. This paper reports on the results of comparative research conducted in the Czech Republic among professional social workers and nurses, applying the Self-Reflection and Insight Scale [SRIS; Grant et al., 2002 and Philadelphia Mindfulness Scale [PHLMS; Cardaciotto et al., 2008] validated for the Czech language [Havrdová et al., forthcoming]. It discusses the significance of differences found between both professional groups against the background of their different entry and training traditions in a country where post-socialist social policy developments are increasingly determined by neoliberal principles [Lorenz, forthcoming]. As age emerges also as a factor that augments reflexivity in both groups, conclusions can be drawn concerning the different phases of socialization of members of both professions in the post-1989 era. This has implications not only for the selection of candidates for both professions and the didactics on study programmes but also for a wider understanding of how reflective practices can involve practitioners critically in ongoing social and policy developments globally. The paper concludes by stressing a comprehensive understanding of reflection and ‘mindfulness’ for social, care and health professionals concerning the concept’s psychological and political implications in the face of current social policy trends.</p>
Bio	<p>Walter Lorenz is a qualified social worker (LSE), taught social work in Ireland (Cork) and Italy (Bolzano) and on retiring became contract professor at Charles University, Prague. He has written on intercultural pedagogy and political aspects of social work in various European contexts. He co-founded the European Journal of Social Work and Social Work & Society.</p>



Oral Presentation	
Registration ID	26451
Co-authors	Lazăr Florin, Cristea Diana, Iovu Mihai-Bogdan
Region/Country	Romania
Axis	5
Topic	Social workers' view on students' practice placements
Abstract	<p>Social work education in Romania has a longstanding tradition of more than 90 years, being re-established after more than 20 years of banning during the communist regime. Currently more than 20 accredited universities offer 38 social work education programs. Although more than 40,000 social workers graduated accredited universities in the last 30 years, only about 9,200 were registered in the National Register of Social Workers in December 2019, whilst there is a gap of 11,100 social workers in social services at national level. Social work schools need to prepare students to adapt to a changing labor market and practitioners' perspective on practice placements is very important.</p> <p>Thirty-one focus groups were carried out (July-October 2018) with 482 registered social workers within a wider project financed by UNICEF aiming at strengthening the social services workforce. We focus here on the proposals to improve practice placement for students.</p> <p>The proposals of social workers to improve the practice placement of students were grouped into 3 categories: (1). on the content of learning programs (e.g. adapting curricula to legislative changes, use of real social work tools/forms in teaching, learning new practice methods, better link theory with practice and specialization in a specific area of practice during the last year of study); (2). on the organization of practice placement (e.g. more practice hours and for longer time, promoting internships, payment of practice supervisors from agencies or an interview for the admission as student); (3). for the social service providers/agencies (e.g. designating a practice supervisor, valuing better students' work, a better collaboration with schools/universities, encouraging registered social workers to supervise students).</p> <p>Better practice placements could increase recruitment and retention of social work graduates by becoming student- friendly learning environments. Efforts are needed before, during and after the placement, but also by social work schools and practitioners.</p>
Bio	<p>Florin Lazăr, PhD, habil. is Professor at the University of Bucharest, Faculty of Sociology and Social Work where he received his BA (1999), MA (2001) and PhD (2010). He gained the right to supervise doctoral students (habilitation) in both Sociology (2016) and Social Work (2019). Recently he carried out research on HIV stigma and social work profession. He worked as a social worker with people living with HIV and vulnerable children and youth. He is the head of the Social Work Research Commission of the National College of Social Workers (since 2016), founding member of the National Association of Schools of Social Work (since 2010), member of the Executive Committee of the European Association of Schools of Social Work (since 2017) and Board member of the European Social Work Research Association.</p>



Oral Presentation	
Registration ID	26453
Co-authors	Tatiane Valduga, Rita Barata and Antonela Jesus
Region/Country	Portugal
Axis	5
Topic	An Elephant In The Room? (Re)building Possibilities And Challenges For Promoting Relationships Between Supervisors And PhD Students At Neoliberal University
Abstract	<p>PhD student pathway studies demonstrate how this teaching cycle has high dropout, dissatisfaction, and mental health problems (McAlpine & Norton, 2006; Stubb, Pyhältö & Lonka, 2011; Anttila et al., 2015; Levecque et al., 2017). These are problems with external and internal factors that play against each other and the relationship with supervisors is a widely recognized aspect to minimize and, in certain situations, prevent such situations (Dharmananda & Kahl, 2012; Filho & Martins, 2006; Hunter & Devine, 2016). However, this relationship can serve both as a source of support and as a critical element (Schmidt & Hansson, 2018). These relationships are contextualized in a neoliberal culture, including the imposition of the “publish or perish culture” in which teaching and pedagogy lose strength in the face of research</p> <p>understood as an end in itself (Moosa, 2018). Considering the commitment of social work to the promotion of human relations both in formation (Weidman & Stein, 2003) and in practice (IFSW, 2014). This paper proposes to analyze and understand students’ experiences and perceptions regarding the doctoral supervision relationship, in today’s a context. More specifically, this work deepens the students’ conceptions about the following aspects: i) the reasons that led to the choice of the supervisor and the expectations regarding this process, namely in terms of the support received and in the academic socialization; ii) satisfaction with the relationship, favoring the characteristics and competences indicated in this area, the components of the support received as well as their articulation with critical moments in the doctoral course; iii) the way they envisage the repercussions of neoliberal logic in academia including, but not limited to, their articulation with the frequency and quality of the supervisory process; iv) and, finally, the way they perceive the supervisor as a role model of professional socialization, in the investigative and pedagogical aspect. This research is a qualitative and phenomenological study using semi-structured interviews with 15 students from the 2nd and 3rd year of PhD.</p>



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Human Relationships – Keys To Remaking Social Work For The Future





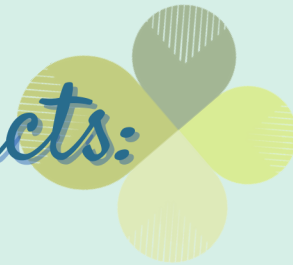
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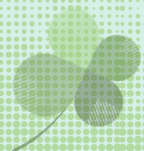
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Human Relationships – Keys To Remaking Social Work For The Future

Book of Abstracts: Posters



Edited by
Ngoh Tiong TAN & P.K. SHAJAHAN
with
Agnes YEUNG



April 2021



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Human Relationships – Keys To Remaking Social Work For The Future

Axis 1

Promoting human relationships, global context and sustainable development





Poster Presentation	
Registration ID	23124
Given Name	Rác
Family Name	Andrea
Region/Country	Hungary
Axis	1
Topic	Social Mobility and The Child Protection System: Realities and Unrealities
Abstract	<p>We have limited information about the relationship between the quality of the social and child protection system and the chances of social mobility, on how the social system can contribute to improving the well-being of the clients, and on how the system limits it with exclusionary procedures in Hungary. The aim of the research which is based on a complex methodology is to examine how child protection professionals describe their family and professional concept. On the other hand, the aim of the examination is to see how the children, young people and their parents themselves see the interventions targeting the wellbeing, protection and upbringing of children, the way how professionals get involved in the helping process.</p> <p>Taking a critical approach to analyse the mechanisms of the system's functioning and the forms of solidarity manifested in child protection, I also overview the unreal elements in the reality of child protection, which on a systemic level harden social exclusion. The social work education and the theoretical and methodological issues professionals are confronted with during work with families with children are given a special emphasis in the evaluation of the research results. Finally, the study indicates the new directions in the renewal of the child protection system, aiming at the increase of the quality of life and opportunities of social mobility of the clients, in the spirit of welfare pluralism.</p>
Bio	<p>Andrea Rác is an associate professor at the Department of Social Work, Faculty of Social Sciences of the Eötvös Loránd University, Hungary. She acquired her MSc in sociology at the Eötvös Loránd University and holds a PhD in sociology. Her main research field is child welfare and child protection. She has published several research articles and books, which primarily deal with social exclusion, child welfare, child and youth protection.</p> <p>This research was supported by the János Bolyai Research Scholarship of the Hungarian Academy of Sciences and by the Hungarian Academy of Sciences Excellence Cooperation Program Mobility Research Center project entitled Mobility and Immobility in the Hungarian Society. Now she participates in two thematically connected research projects: Solidarity in late modernity (Domonkos Sik OTKA Young Researcher Fellowship and Leaving the state behind - privatization, exit strategies in education and other childhood provisions (Eszter Berényi OTKA Young Researcher Fellowship). She also participates in COST Action: CA19106 - Multi-Sectoral Responses to Child Abuse and Neglect in Europe: Incidence and Trends project.</p>



Poster Presentation	
Registration ID	22517
Co-authors	Omorogiuwa Tracy BE, Amadasun Solomon
Region/Country	Nigeria
Axis	1
Topic	Emerging from the Wrecks of Displacement: Social Workers' Role in Assisting Internally Displaced Persons in Nigeria
Abstract	<p>It has become increasingly difficult to come to terms with current global happenings in light of the plethora of media reports unfolding on our television sets, newspapers, radio newscast and social media. Today, we are more aware of people's sufferings around the world than we were in two or more decades ago. Internally Displaced Persons (IDPs) undergo numerous challenges that require rapid response based on their specific needs and the scale of displacement. These needs transcend socio-economic, mental health and legal boundaries, yet in Nigeria, some of these needs are not met. Disproportionately represented among this underserved population are women, children, older adults and persons with disabilities. Given IDPs' characteristics and vulnerabilities, social workers are ethics-bound to assist and protect this globally renowned, yet undervalued population so they can emerge from the wrecks of displacement. This paper examines the issues faced by IDPs in Nigeria and also explores potential ways in which social workers can assume leading roles in addressing these issues.</p>



Poster Presentation

Registration ID	25705
Given Name	Mitchell
Family Name	Brandon
Region/Country	United States
Axis	1
Topic	Globalized Education: From No Child Left Behind to the Program for International Student Assessment
Abstract	<p>3 out of every 10 Americans surveyed thought the No Child Left Behind Act (NCLB) worsened the quality of education (Saad, 2019). As NCLB success wavered, the Program for International Student Assessment (PISA) proliferated standardization and testing measures by spreading the framework of NCLB to a global scale (Klees, et al., 2012). Limited research has explored the economic similarities between NCLB and PISA and the potential impact on teacher- student relationships. Positive teacher-student relationships build protective factors for student adjustment and school outcomes (Baker, 2006). In the context of risk and protective factors for academic failure, we compare and contrast NCLB with PISA. We evaluate overlaps in funding mechanisms, testing and standardization. We explore potential ramifications of a global testing culture, by understanding the impact of NCLB and its similarities to PISA. We encourage cautionary transgression regarding the widespread increase in testing measures that assess school outputs and overlook human relationships.</p>



Poster Presentation	
Registration ID	24972
Co-authors	Mascagni Giulia, Moroni Sheyla
Region/Country	Italy
Axis	1
Topic	Albania: Recent History, Trends and New Challenges for the Social Workers
Abstract	<p>The purpose of this paper is to perform an historical and sociological review of the main events that have marked the Albanian society from a political, economic, demographic and cultural point of view, and reconstructing the profile of the main dynamics and of social inequality and poverty in the Albanian context and introducing the recognition of social services active on the national territory.</p> <p>The review, one of the preliminary actions of T@sk Project “Towards increased Awareness, responsibility and shared quality in Social Work” (funded by Erasmus+ KA2 Capacity Building in Higher Education programme of the European Union) served as a baseline assessment for the understanding of more specific data and problems at national level but in particular at local level with the analysis of the urban realities of Tirana, Elbasan and Shkoder. The Universities offering degree courses that currently form the new social workers are based in these cities: with their participation in the project, the T@sk team is carrying on with great effort a path of reflection on needs and of reformulation of the profession on its basic and/or updating training and courses.</p> <p>The final goal of the theoretical reflection here and of the actions of the T@sk project on the field, working packages after working packages, is that social workers always better trained and equipped can also always better address their action towards focusing and managing all those negative situations - result of process of cumulative disadvantage in which labour market marginalization, poverty and increased social isolation - and be able to break more successfully the social inequalities dynamics.</p>
Bio	<p>Mascagni Giulia: Ph.D. in Sociology, since the 2014-2015 academic year she is Adjunct Professor of Sociology in the Bachelor’s degree Course in Nursing Science, University of Florence. She is a member of the Board of Directors of S.I.S.S. (Società Italiana di Sociologia della Salute).</p> <p>She is currently working on two main areas of research. The first is the development of the social work profession in Albania. Particular attention is paid to the local socio-economic and demographic changes and trends, as aim of the EU Erasmus+ project T@sk – Towards Increased Awareness, Responsibility and Shared Quality in Social Work. The second is the impact of the pandemic on socio-health professions in terms of work organization, complexity of the provision of services, and personal and professional efforts required to deal with the situation. Her main research interests concern: social inequalities, poverty, health divide, ageing; doctor-patient relationship, life course approach, biographical disruption and illness, health care and community care, health literacy, access to care, family transformation and gender, qualitative and mixed methods.</p>



Poster Presentation	
Registration ID	24767
Given Name	Salyanna de Souza
Family Name	Salyanna
Region/Country	Brasil
Axis	1
Topic	Neoliberal Intellectuals and Attacks on Brazilian Social Security: An Analysis Supported by Gramscian Thought
Abstract	<p>The study aims to analyze the role of intellectuals in spread of ultra-neoliberalism and its impacts on Brazilian public policies. From a historical-dialectical reading of reality, based on reflections of the Italian Marxist Antonio Gramsci, we conducted a documentary and bibliographical research. History of neoliberalism in Latin America demonstrates the need for use of authoritarian and ultra-conservative measures through establishment of dictatorships and / or defense of reactionary postulates; as the formation of groups of intellectuals linked to academic sectors. In Latin America, from the experience of Chilean dictatorship, we have, for example, the performance of Chicago Boys, and their influence is also observed in the current Bolsonaro government through its governing team. In Brazil, we live a process of constant inflections in social legislation with undemocratic “counter-reforms” that alter the Federal Constitution of 1988, causing real setbacks for Brazilian society, especially for those groups that depend on public social security. A new format is created for public policies in which the central assumption is to make public Social Security unfeasible, ensuring space for the market. Thus, Social Security is transmuted to another space of profitability of capital; it is worth mentioning the Constitutional Amendment (CE) 93/2016 that increases from 20% to 30% (up to 2023) the Untying of Federal Revenue (UFR), meaning an increase in deviation of resources to pay the primary surplus; and the CE 95/2016, which created a New Tax Regime, aiming at limiting primary expenditure for a period of 20 years from 2017. In addition, we see a criminalization of social demonstrations and an intensification of class struggle. This context poses the challenge of understanding concrete reality, being supported by critical theory as opposed to ideals of neoliberal theorists.</p>



Poster Presentation	
Registration ID	23175
Given Name	Hazel
Family Name	Cometa-Lamberte
Region/Country	Philippines
Axis	1
Topic	Voices from the fields: The Use of Community Educational Radio Program as a Means to strengthen Partner Communities
Abstract	<p>The use of community radio in social work practice is one of the many facets of social work education to strengthen partner communities. It delivers vital information about social change and social development to the masses by harnessing the power of the individuals, groups and communities giving them the platform to share and influence others to change.</p> <p>The College of Social Work and Community Development of University of the Philippines, Diliman created its multi- awarded community educational radio program entitled “Sikhay Kilos sa DZUP1602”. The program features the stories of partner communities and institutions in the field of social work, community development and women and development.</p> <p>This study focused on the archival evaluation of the Sikhay Kilos sa DZUP1602’s seven (7) years on the airwaves. The results were a classification of programs into four thematic areas: social welfare, culture and heritage, biodiversity and the environment, community participation and leadership.</p>



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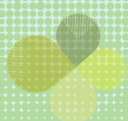


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Human Relationships – Keys To Remaking Social Work For The Future

Axis 2

Sustainable Development Goals (SDGs) in fostering human relationships





Poster Presentation	
Registration ID	25356
Given Name	Noreth
Family Name	Muller-Kluits
Region/Country	South Africa
Axis	2
Topic	Social Work Support to Persons With Disabilities and their Families to Achieve Sustainable Development Goals
Abstract	<p>The United Nations adopted 17 Sustainable Development Goals (SDGs) in 2015. Based on the principle of “leaving no one behind”, the SDGs emphasise a holistic approach to achieving sustainable development for everyone. The SDGs emphasise that people who are vulnerable must be empowered which include all children, youth, persons with disabilities (of whom more than 80% live in poverty), people living with HIV/AIDS, older persons, indigenous peoples, refugees and internally displaced persons and migrants.</p> <p>The World Report on Disability found that the global prevalence rate for the adults with a disability is 16%, ranging from 11% in higher income countries to 18% in lower income countries. Stroke is the major cause of adult disability worldwide and studies show 50% of stroke survivors return to their communities to live with impairments that would need to be managed with the assistance of a caregiver at home. Caring for persons with disabilities is often a lifelong process which comes with its own challenges. Family caregivers of persons with disabilities experience a variety of support needs in assisting persons with disabilities with their own needs including health and medical care. Family members as informal caregivers often assist with health care and medical needs of persons with disabilities. Social work support to persons with disabilities and their families, could play a fundamental role in achieving Sustainable Development Goal (SDG) 3, “Ensure healthy lives and promote well-being for all at all ages”. Recommendations and conclusions argue that by addressing the needs of the family caregivers the overall health and well-being of persons with disabilities could be positively influenced in line with the Sustainable Development Goals, specifically SDG 3 - “Ensure healthy lives and promote well-being for all at all ages”.</p>



Poster Presentation	
Registration ID	25509
Co-authors	Diner Matthew, Persaud Ushana
Region/Country	United States
Axis	2
Topic	A Social and Scientific Elucidation of Global Ecological Justice in Rural Eastern Europe
Abstract	<p>On a global level, currently, there is an emerging concern of increasing environmental pollution and its impacts upon the environment and the individuals that reside within these communities. Consequently, environmental issues have become more prominent in social work, where practitioners are integrating methodologies to account for ecological impacts upon their clients and communities at large. This is a pronounced shift in social work practice, whereby, historically, the profession viewed the client from the psychology-oriented stance to the person-in-environment. Due to this shift, social work has become an increasingly interdisciplinary field, utilizing theoretical and knowledge bases from a wide array of academic fields, including: behavioral sciences, political sciences, philosophy, and physical sciences amongst others. From this standpoint, this analysis reports on the findings of a cross-collaborative study abroad experience of students and faculty of social work and environmental science in Eastern Europe. This experience highlights the importance and application of environmental science to social work practice and demarcates the parameters for environmental justice, including, improving environmental protection and decision-making.</p>
Bio	<p>Ushana Persaud, MSW Candidate, BS is currently a Master of Social Work (MSW) student at Stony Brook University, a social justice-oriented program where she focuses on ecological sustainability, conservation and environmental justice. Her focus is rooted in her undergraduate career, where she learned the science and dynamics that contribute to environmental degradation, globally as well as in the inner-city of New York where she resides; Ushana is committed to building awareness through education of emerging climate change through research and community action. She has presented research at peer-reviewed conferences throughout the United States and Europe. Following her MSW, she plans to continue her research in a doctoral program in social work, dedicated to environmental justice and community change as a social justice leader.</p>



Poster Presentation	
Registration ID	25424
Given Name	Magali
Family Name	Portillo
Region/Country	Jamaica
Axis	2
Topic	Local Responses to Global Injunctions: Green Social Work Practice in the Jiquilisco Bay, El Salvador.
Abstract	<p>This abstract is part of my PhD in Social Work, elaborated in the Univerdisade Lusitana de Lisboa in Portugal, in which I study the application of Green Social Work in a community located in the Jiquilisco Bay in El Salvador. Above all, I would like to strengthen the link between Social Work and the preservation of ecosystems, by arguing how this relationship is possible and relevant. The concepts and results that will be presented are situated within the broader umbrella of Lena Dominelli's Green Social Work.</p> <p>The purpose of my oral presentation is to describe how the actions of a local NGO that protects an endangered marine turtle species, have enabled the mobilization of the community and a change of mentality regarding the perception of this animal species. By presenting the first results of my field analysis, I will demonstrate how the inhabitants of communities as precarious as those of Jiquilisco Bay work together and organize themselves for the preservation of this species of sea turtle. I would also like to highlight the many social, political, economic and cultural barriers faced by professionals acting at a local level, which have direct impact on the actions taken. These different global and local axes overlap and intertwine, which complicates the practice of Green Social Work. This is all the more so since El Salvador has been one of the most violent countries in the world in recent decades. Professionals can therefore find themselves in very delicate positions that can involve personal risk-taking.</p> <p>My presentation is intended to provide further insight into the practice of Green Social Work in an ecosystem that also includes endangered animal species. I also hope to inspire local actors in similar contexts to work according to the precepts and values of green social work, for the benefit of all, humans, animals and plants.</p>



Poster Presentation	
Registration ID	26016
Given Name	Carolyn
Family Name	Noble
Region/Country	Australia
Axis	2
Topic	A Political 'Green' Response From Social Work for an Environmentally Sustainable Future
Abstract	<p>This presentation explores the critical 'discontents' of capitalism and global neo-liberalism highlighting the ecological damages, natural disasters and social problems that have resulted from its rapid growth and what if anything a green social work response can achieve. As neoliberalism relies almost exclusively on unfettered economic growth from extracting the Earth's limited natural and non-renewable resources to fuel energy and manufacturing products for mass consumption the emerging green response needs strong political voice in addressing current environmental and socio-political impacts. Social workers need to re-focus their practice on grass root activism, alternative economic models and maintain sustain criticism of capitalism to redress its massive industrial consumerism to protect human and non-human species and show a clear platform for action. Green social work has undertaken this challenge, but more debate and analysis is needed.</p>
Bio	<p>Carolyn Noble, Emerita Professor of Social Work at ACAP in Sydney and Emerita Professor of Social Work at Victoria University, Melbourne. She has taught and developed undergraduate and postgraduate programs in social work, counselling and psychotherapy, social science, mental health and professional supervision; all with a critical lens. She has been active in Australian, Asia Pacific and International Schools of Social Work Associations and has held executive positions in each of these organisations. Her research interests include social work theory, philosophy and ethics, critical pedagogies, and professional supervision. Further areas of research include gender democracy and equal employment opportunity for women in higher education and human services. She is editor-in-chief of open access social issues magazine for IASSW www.socialdialogue.online</p>



Poster Presentation	
Registration ID	26356
Given Name	Kirsi
Family Name	Marttinen
Region/Country	Finland
Axis	2
Topic	The Role of Social and Health CSOs in Enhancing Climate Responsibility in Finland
Abstract	<p>The Agenda 2030 goals require immediate and concrete climate action from all stakeholders. Finnish civil society organisations' (CSOs) Agenda 2030 work is implemented together with a large civil society coalition. However, even though there are thousands of registered CSOs in Finland, the role of CSOs in enhancing climate responsibility has not been really considered in the past.</p> <p>According to Interim review of the Implementation of the National Climate Change Adaptation Plan 2020, in social and health care sector the awareness for climate change and the risks it causes, indirect effects and adaptation needs is low. SOSTE Finnish Federation for Social Affairs and Health is a national umbrella organization that gathers together over 200 social and health CSOs. Part of SOSTE's current action plan is to:</p> <ol style="list-style-type: none"> 1) Work to ensure that the effects of climate change for people's wellbeing is taken into consideration in both public discussion and decision-making processes; 2) help its member organisations to develop and implement climate action/policies into their work. SOSTE is currently carrying out the following actions: <ul style="list-style-type: none"> - Preparing (with a partner) a literary review about the effects of climate change on social and health care sector (e.g. how the climate change affects health and welfare; how social and health care (service) sector is preparing for climate change and its possible indirect effects internationally. In addition, based on review: preparing recommendations, how climate change should be taking into consideration in decision-making, esp. concerning the social and health care sector. - Conducting a national survey for social and health CSOs on their views and actions concerning climate change - Preparing a climate action policy (concerning SOSTE's own operations) <p>A mid-year analysis of the aforementioned actions and CSOs' role in enhancing climate responsibility will be conducted in June 2020.</p>
Bio	<p>Kirsi Marttinen is a Special Advisor (International affairs and advocacy) in SOSTE Finnish Federation for Social Affairs and Health. SOSTE is a national umbrella organization that gathers together over 200 social and health NGOs.</p>



INTERNATIONAL ASSOCIATION OF SCHOOLS OF SOCIAL WORK (IASSW)
INTERNATIONAL COUNCIL ON SOCIAL WELFARE (ICSW)

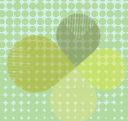


INTERNATIONAL SOCIAL WORK EDUCATION AND DEVELOPMENT ONLINE CONFERENCE 2021

Human Relationships – Keys To Remaking Social Work For The Future

Axis 3

Social policy to enhance human relationships





Poster Presentation	
Registration ID	25995
Co-authors	Schrooten Mieke, Deleu Harm
Region/Country	Belgium
Axis	3
Topic	Making Visible the Invisible: Exploring Hidden Homelessness in Brussels
Abstract	<p>Within Europe, a shared framework for defining homelessness and housing exclusion is provided by the European Typology of Homelessness and housing exclusion (ETHOS). ETHOS classifies living situations that constitute homelessness or housing exclusion and divides them into 13 (ETHOS) or 6 (ETHOS Light) operational categories that can be used for mapping homelessness, as well as for developing, monitoring and evaluating policies. Even though public policies and services for homeless often focus on the roofless and the houseless (ETHOS Light category 1 to 3), the concept of homelessness also refers to those living temporarily with family/friends or in non-conventional housing. The situation of these ‘hidden homeless’ is not visible, not in the street or in shelters, nor in official homelessness statistics.</p> <p>Notwithstanding methodological challenges research on hidden homelessness meets following the invisible character of the phenomenon, researchers into homelessness agree that more studies ought to be carried out focusing on hidden homelessness, as a better understanding of hidden homelessness and the support structures hidden homeless use can be an important link in preventing homelessness and in the development of more adequate support. In this paper, we present the results of mixed-methods study on the role of various informal support services - a.o. heterogeneous grass roots organisations, religious organisations or citizens’ initiatives – in the support of hidden homeless. This study is an integrated part of a larger study on hidden homelessness in Brussels, Belgium, (2019-2022) that aims to gain insight into the diversity of living situations, needs and informal strategies of hidden homeless people in Brussels and the role that informal support practices take up in the support of hidden homeless.</p>



Poster Presentation	
Registration ID	23462
Co-authors	Voronka Jijian, Guta Adrian, Ahluwalia Cameron Aman, Nguyen Jordan
Region/Country	Canada
Axis	3
Topic	Risk, Violence, and the Rhetoric of Urban Crisis in Windsor’s Downtown Core
Abstract	<p>This paper explores what has been described as a growing “urban crisis” in Windsor Ontario, which like many smaller- city communities is contending with “big city” problems of substance use, mental illness, and homelessness. While Windsor is attempting to revitalize its downtown core through business friendly polices, new cultural attractions, and building infrastructure, the downtown core has become increasingly understood as a risky neighbourhood characterized by a “crisis” of homelessness and poverty, resulting in an exodus of people and business. Media accounts frame urban renewal efforts as being undermined by street-involved individuals and the community health/social service organizations that are expanding to serve them. Through a discourse analysis of media coverage and other textual productions about this “urban crisis,” we show how notions of violence get pinned to individual bodies who are understood to pose risks to both economic re/development and public safety. And, how understanding marginalized individuals as harbingers of violence legitimizes calls for increased surveillance, policing, and other policy interventions that would criminalize, contain, or remove marginalized people from public space. Building on spatial analyses of the governance of abject bodies post-deinstitutionalization, we explore how the age of “community care” has created new socio-spatial tensions and responses that risk managing unruly bodies out of public life.</p>
Bio	Jijian Voronka is an Assistant Professor at the University of Windsor's School of Social Work.



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INTERNATIONAL SOCIAL WORK EDUCATION AND DEVELOPMENT ONLINE CONFERENCE 2021

Human Relationships – Keys To Remaking Social Work For The Future

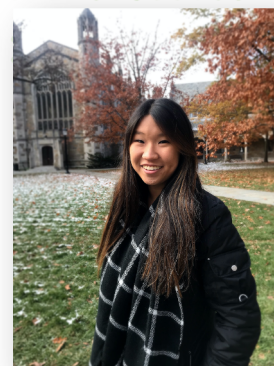
Axis 4

*Gender and minority issues, and
social inclusion and integration*





Poster Presentation	
Registration ID	23101
Co-authors	Yu Jenny, Lu Yashan
Region/Country	Taiwan
Axis	4
Topic	Clinical Social Worker's Experience in Shared Decision Making (Sdm) and the Self- Evaluation of Participation Effectiveness in Taiwan
Abstract	<p>Background</p> <p>Shared Decision Making (SDM) has become a new method for promoting patient-centered healthcare in Taiwan. The study pointed out that the majority of medical participant in the SDM process were physicians (89%). However Taiwan's medical treatment system is different from that of foreign countries. The time and space for doctors' treatment is relatively limited.</p> <p>Methods</p> <p>In order to improve the medical environment in Taiwan and reduce the impact of family care and economic ability on patient decision-making, we believe that there should be more cross-sector medical team members in SDM. In particular, social workers have the ability to match social resources and make SDM more in line with the actual needs of patient. The social worker self-evaluation includes seven elements, assisting patients to understand the condition, understanding treatment options, their preferences and values, economic ability, follow-up care issues, family and social support, and communication with physicians.</p> <p>Results</p> <p>In 2019, two social workers participating in SDM who had self-evaluation of participation effectiveness that consciously met seven evaluation indicators. Including allow the patient not only understood the disease, understood the treatment options, lowered patient unknowing feelings, strengthened communication with physicians, but also reduced the burden on physicians, and even decreased the occurrence of future medical disputes, and in patients understand their preferences and values, economic status, follow-up care issues, family and social support, social workers can provide professional expertise to analysis and better guidance and assistance.</p> <p>Conclusion</p> <p>SDM is based on patient-centered, through Decision-Coaches and Patient Decision Aids (PDAs) to facilitate patient participation in their own medical decisions, to improve patient health and safety, and also provide high quality of medical care. In Taiwan, the participation of members of the Inter-disciplinary medical team, especially social workers, will be one of an important factor to the success of the goal.</p>



Poster Presentation

Registration ID	23369
Co-authors	Li Juliann, Bornheimer Lindsay
Region/Country	United States
Axis	4
Topic	Supporting Family Members Caring for Loved Ones With Mental Illness: A Theory for Social Worker Involvement in China's Mental Healthcare System
Abstract	<p>Due to a prevalent collectivist culture among families in mainland China, family members frequently serve as primary caregivers for loved ones living with severe or persisting mental illness. Because caregiving entails an enormous amount of responsibility, literature support that these family members often internalize a notable family burden, taking on vital roles in treatment and care at the expense of sacrificing other commitments. Family caregivers suffer both physically and psychologically, which threatens a lower quality of life (QOL), the development or exacerbation of their own potential mental health issues, and other such risks that mark this as an important and underserved clinical issue. To date, there are relatively few theoretically driven and clinically targeted models supporting family members caregiving for a loved one with mental illness. This theoretical review thus proposes a call to action for social workers to support family members and address this underserved need in mainland China's mental healthcare system following a thorough scoping review of the literature. Potential directions are discussed, such as facilitating mutual support groups and providing family psychoeducation (FPE) interventions. This study also hopes to stimulate further clinical research on evidence-based interventions for family members, as well as finding ways to better support families at large in mainland China's mental healthcare system.</p>
Bio	<p>Juliann Li, MSW, LLMSW (she/her) is a research fellow at the University of Michigan School of Social Work. Juliann is conducting research on suicide prevention, schizophrenia, mental health stigma, and cultural barriers to care. She is the project coordinator for Dr. Lindsay Bornheimer's NIH-funded study on suicide prevention among adults with psychosis in community mental health settings. Juliann is also currently practicing as a clinical social worker in Ann Arbor, Michigan.</p>



Poster Presentation	
Registration ID	23805
Co-authors	Peng Manman, Ma Zhiying, Ran Maosheng
Region/Country	Hong Kong SAR, China
Axis	4
Topic	Transition of Primary Caregivers and Longitudinal Predictors of Burden of Family Care in Persons With Schizophrenia
Abstract	<p>Objectives: The study aims to examine the predictors of the caregiving burden in persons with schizophrenia (PwSs) during caregiver transition, from 1994 to 2015 in rural China.</p> <p>Methods: The analytic data were drawn from the Chengdu Mental Health Project (CMHP) in China. Six townships were randomly selected from all 12 townships of Xinjin County. Two epidemiological surveys of mental disorders were conducted in 1994 and 2015 respectively. The surveys utilized the same selection criteria and diagnostic criteria. Using the panel data derived from the CMHP, 225 dyads of PwSs and their primary caregivers were investigated in both 1994 and 2015. The Generalized Linear Model (GLM) approach was utilized again to examine the predictive effect of change in patients' illness status on the caregiving burden.</p> <p>Results: The results of this study showed that 41.3% primary family caregivers of PwSs had changed during the 21-year follow-up. Older age of the PwSs was found to predict a lower level of caregiving burden among all families. Meanwhile, among families without caregiver transition, a lower burden was found to be related to a smaller family size, less severe symptoms in PwSs, deteriorated functioning of 'social activities outside household', and better functioning of 'activity in household' in PwSs. Among families with caregiver transition, married status of PwSs and better self-care functioning were found to be significant protective factors against a heavier caregiving burden.</p> <p>Conclusion: This study shows that the effects of changes in sociodemographic and clinical correlates on the caregiving burden may be different among families with and without a transition in primary caregivers. It is crucial to explore the changes of primary caregivers of PwSs and relevant influencing factors over time, which will facilitate culture-specific family interventions and mental health services in the communities.</p>



Poster Presentation

Registration ID	24660
Given Name	Christiane
Family Name	Prof. Dr. Schurian-Bremecker
Region/Country	Germany
Axis	4
Topic	Women Global Movements in the Early Days of Social Work
Abstract	<p>If one looks at the history of professional social work, the amount of women among the community care workers is remarkable (Becker et al., 2010). Over the past hundred years, they have played a decisive role in shaping the growing field of Social Work (Aulenbacher, 2014).</p> <p>The question arising is what the mission of the early community care workers was. How did they practice their profession? What priorities did they have? Did they work across borders? And what can we learn from the pioneers of social work today?</p> <p>The importance of the role of women, especially women's associations, in the history of social work has been highlighted in several historical studies (Chambers, 1986). What about women who have been involved in social welfare work without having been politically engaged? There are a number of women church nurses who were active in inner and outer Christian mission early on. Their lives are the subject of this study.</p>
Bio	<p>Prof. Dr. habil. Christiane Schurian-Bremecker</p> <ul style="list-style-type: none">• Professor for "Methods of Social Work" at the YMCA University of Applied Sciences• Private lecturer at the Department of Social Work at the University of Kassel with the nomination „Family socialization and ethnicity“ <p>Research focus</p> <p>Childhood and family research</p> <p>Ritual research</p> <p>Woman and gender studies</p> <p>Contact details</p> <p>Prof. Dr. habil. Christiane Schurian-Bremecker CVJM Hochschule Hugo-Preuß-Str. 40, 34131 Kassel</p> <p>Phone +49 (0)561 3087 536 Fax +49 (0)561 3087 501 E-Mail schurian@cvjm-hochschule.de</p>



Poster Presentation

Registration ID	24758
Given Name	Natsuko
Family Name	Minamino
Region/Country	Japan
Axis	4
Topic	Factors of Migrant Women Staying in Victimization of Domestic Violence in Japan
Abstract	<p>This study aimed to clarify factors that prevent migrant women with the victim of domestic violence in Japan from escaping domestic violence. Like in other countries, migrant women in Japan face complex problems such as violence victimization, poverty, and parenting issues. Research has shown that migrant women in Japan are more likely to become victims of domestic violence than Japanese women. In this study, the narratives of six women who had experienced domestic violence of total 20 interviews were analyzed. The result of the analysis revealed that it was difficult for women to leave their perpetrators because of the damage of violence itself. It also was shown that difficulties in saving money and keeping relationships with their friends or family members due to restrictions by perpetrators hindered women seeking needed support. Besides, the fear of losing resident status was another factor to prevent women from leaving perpetrators. These overlapping constraints prevented them from having contact with social support. In previous studies, both results, that are, the existence of children promoted escaping from perpetrators or prevented, have found. In this study, both women who escaped domestic violence, or decided to stay because they had children existed. Another issues is that gender factors in Japanese society, such as looking down migrant women entering with entertainers' visas in the past and difficulties in work created inherent serious difficulties. In conclusion, the social work approach should be taken into account not only the difficulties due to migration, but also gender factors in the host society.</p>
Bio	<p>Natsuko Minamino, PhD. is a professor at Toyo University, Japan. She has worked for immigrants and refugees in NPOs and social work agencies, and has been involved with training programs for human service professionals, national survey by the government in the field of social work for immigrant families. E-mail: minamino@toyo.jp</p>



Poster Presentation	
Registration ID	24789
Given Name	Kyoko
Family Name	Mori
Region/Country	Japan
Axis	4
Topic	Importance of Social Work Interventions for Children and Families From Overseas Backgrounds: Case Studies of a Japanese Language Class in a Local Community
Abstract	<p>1)Objective</p> <p>The number of foreign children in Japan is increasing year by year. Most of them need Japanese language and subject learning support. While public education and welfare services for foreign children are not well established, Japanese language classes by local volunteers play a role as learning support and comfortable place for them. The purpose of this study is to clarify the welfare issues of foreign children and family through a Japanese language class and to explain the importance of social work intervention for them in the local community</p> <p>2)Method</p> <p>Case studies of a Japanese class in Saitama Prefecture, next to Tokyo, was considered. I have been involving in this Japanese class since 2016, and I am doing participatory observation. Cases related to welfare issues were selected and several cases were introduced.</p> <p>3)Result</p> <p>Various welfare issues were revealed through the case of each family. For example, the procedure for entering a Japanese public high school was so complicated that one child could not enter high school. His parents have difficulty reading and writing Japanese. The other children were absent from school because they did not have enough money to go to school. It was hard to live in Japan with a multiple child family.</p> <p>4)Conclusion</p> <p>The survey founded that the social work intervention for foreign family in the local community was important. And it could be said that Japanese language classes in the community are good places to find welfare problems early. Suggestions were provided to support foreign children, including (1) active cooperation of social workers with each Japanese language class in the community, and (2) construction of a support network system.</p>



Poster Presentation

Registration ID	24895
Co-authors	Tsukamoto Toshiyuki, Funaki Shinsuke, Hashimoto Naoko, Nagai Yuko
Region/Country	Japan
Axis	4
Topic	Relationship between Social Capital and Volunteer Activities among Citizens in Japanese Local City, Fukui city
Abstract	<p>Introduction</p> <p>In order to deal with various social problems, the concept of social capital has attracted attention. Social capital is defined by three components such as specific network between individuals and companies, norm of reciprocity, and trust to others (Putnam 1993 : 167). If social capital is substantial, it is argued that local residents can address easily social issues in cooperation. This study will focus on the relationship between social capital and volunteer activities in Japan. It is important to accumulate empirical studies on relationship between two elements on volunteer activities consisting of 1)participation experience and 2)participation intention and three components of social capital, 3)the degree of inclusion of network of community, 4)norm of reciprocity, 5)trust to others.</p> <p>Method</p> <p>This study is based on a regional survey about the relationship between social capital and volunteer activities among citizens in Japanese local city, Fukui city. Research style: A survey questionnaire</p> <p>Sample: random sampled 4000 people from 20 to 80 Valid responses: 1236(30.9%) Period: March 2019 Place: Fukui city, Japan</p> <p>The date on this survey was analyzed quantitatively by SPSS program to investigate a correlation between two elements on volunteer activities and three components of social capital. Results</p> <p>This quantitative study shows that social capital of citizens in Fukui city, Japan correlates with the participation and intention in volunteer activities in the interesting way.</p> <p>1)People who have been subsumed in the network of community and have strong reciprocity relationship with neighbors have extensive participation experience and intention.</p> <p>2)People with a strong sense of norm of reciprocity and People who trust others are not necessarily to have the same tendency.</p> <p>3)For the reason why, it is possible to point out some of the function of everyday human relations. Network of human relations can function as distribution channel of information.</p>



Poster Presentation	
Registration ID	24980
Co-authors	Gearing Robin, Olson Lindamarie, Brewer Kathryne, Leung Patrick, Cheung Monit, Smith Limor
Region/Country	United States
Axis	4
Topic	Guidelines for Culturally Adapting Mental Health Interventions in China
Abstract	<p>Background: Globally, mental illness ranks first among the causes of disability. The burden of mental illness across cultures has increasingly led to the adaptation and translation of evidence-based practices into diverse communities and populations. Although many researchers have begun to disseminate their interventions globally, the literature currently lacks well-defined guidelines for cultural adaptation.</p> <p>Objectives: (1) Identify and examine cultural adaptation processes drawn from the literature. (2) Develop guidelines for the cultural adaptation of mental health interventions.</p> <p>Methods: Guidelines for the cultural adaptation of interventions were drawn from a literature review of peer-reviewed journal articles, as well as the incorporation of established intervention science, stages of intervention development, fidelity science, adaptation research, and the international research experience of the authors.</p> <p>Results: Ten essential cultural adaptation facilitators are identified to guide researchers and practitioners in the cultural adaptation process: (1) studying the cultural and system synergies, (2) partnering in the local context, (3) supporting local ownership, (4) information gathering, (5) identifying and managing barriers and enhancing promoters, (6) determining appropriate and suitable interventions, (7) adapting components of the intervention to the local context, (8) research and evaluation, (9) facilitating an iterative process of implementation, and (10) disseminating treatment results. In addition to these facilitators, a checklist of ten guidelines for cultural adaptation are recommended.</p> <p>Conclusion: Empirically supported and promising interventions can fail in a new culture, if poorly adapted. International translation and adaptation require a deep understanding of the local culture, established service practices, strong local partnerships, and knowledge of obstacles and promoters to treatment implementation. Using the recommended facilitators and guidelines can aid in the cultural adaptation process and increase the number of interventions adapted to meet the needs of the millions of individuals affected by serious mental illness.</p>



Poster Presentation	
Registration ID	25113
Co-authors	Hirose Keiko, Ohara Machiko, Fukuyama Kazume
Region/Country	Japan
Axis	4
Topic	Study on the Career System of Administrators of Nursing Homes in Japan
Abstract	<p>[Objective] In order to create an ideal career system for administrators of nursing homes, a survey was conducted. The survey examined the impact of administrators' daily work practices and work recognition on job satisfaction. In addition, the characteristics of each influencing factor were clarified.</p> <p>[Methods] The subjects were administrators who were working in nursing homes in Japan. We used a self-filled questionnaire. The survey items were created based on the job characteristics model (motivation potential scale; MPS). The survey period was from March to May 2017.</p> <p>[Results] (1) Correlation and multiple regression analysis were performed in order to examine the effect of "job description" and "work recognition" of managers on "job satisfaction". As a result, "Job contents" and "work recognition" had a significant effect on job satisfaction". (2)The t-test was conducted on the characteristics of "Job contents" and "work recognition" for "job satisfaction". As a result, "work recognition" had a greater influence on "job satisfaction" than "job contents".</p> <p>[Conclusion] The degree of job satisfaction was found to depend upon receiving legitimate evaluation and exerting decision-making authority. Thus, it is important to establish a supervision system in an organization and promote the function of this system.</p>
Bio	Hirose Keiko - Ph.D.at Japan Lutheran College,Social Worker, Physical Therapist



Poster Presentation	
Registration ID	25244
Co-authors	Mädge Anna-Lena, Diendorfer Tamara, Schrank Beate
Region/Country	Austria
Axis	4
Topic	Social Connectedness - Socio-demographic Factors, Challenging Conditions and Support Systems as Influencing Factors: A Qualitative Study
Abstract	<p>Social connectedness - socio-demographic factors, challenging conditions and support systems as influencing factors: A qualitative study</p> <p>Objective: The aim of the present study was (1) to understand challenges that children and adolescents face in terms of experiencing social connectedness to their peers, (2) to evaluate which support systems exist in order to face these challenges, and (3) to examine socio-demographic factors that can influence both challenges and support.</p> <p>Methods: 45 semi-structured interviews with teachers, pupils, social workers, counselors, psychologists and parents living in Lower Austria were conducted. In order to cover a wide range of experiences, interview partners of both genders, with and without a migration background as well as from different regions were interviewed. Using thematic analysis, several thematic areas were grouped into higher-level categories and discussed within the team to reach consensus. All interviews were then analyzed using the defined coding scheme.</p> <p>Results: Nine challenging conditions were identified that seem to impact social connectedness of children and adolescents (i.e. bullying, separation from parents, care for family members, lack of family support, addictions of family members, physical violence, learning and physical disabilities, death within the family, and mental illness of family members). The existence or lack of support systems was seen to influence the experience of those challenging living conditions. Access to support was seen as dependent on socio-demographic factors (i.e. social class, living situation and location, financial status and migration background), but they were also seen as possible source of challenging situations.</p> <p>Conclusion: Social connectedness can be challenged by various situations that children and adolescents have to face both at home and in school. Various support systems exist that can provide assistance to those affected. Nevertheless, the desire for a wider range of support offers was detected. Socio-demographic factors play an important role in both getting support as well as needing support in the first place. It seems important to focus on easily accessible support systems for children and adolescents of all socio-demographic levels.</p>
Bio	<p>Mädge Anna-Lena: I'm social worker with extensive practical experience in psychosocial care and also certified group trainer for social skills as well as process manager. My bachelor thesis addresses the voluntary commitment of unemployed in Germany. While working, I acquired an MSc through studying interdisciplinary therapy in psychosocial care in Magdeburg. The MA thesis presents the framework data and motivational aspects of volunteering in Germany and Austria. After leading a non-profit business I'm working as network and stakeholder manager in the research group D.O.T.(The Open Door) for Mental Health of Children and Adolescents in Lower Austria.</p>



Poster Presentation	
Registration ID	25248
Given Name	Yueh-Mi
Family Name	Lai
Region/Country	Taiwan
Axis	4
Topic	Review the Assessment System of Family Mediators in Taiwan- From the Perspective of Gender Equality
Abstract	<p>Nowadays, family mediation has become an important child and family social policy to help couples dealing separate and divorce issues and to protect the best interests of the child. 2005, Taiwan Family Court started family mediation pilot scheme. 2012, the Family Law was promulgated, family mediation is a priority and alternative dispute resolution by law. But the argument so far in family mediation is the gender equality awareness of family mediators? The purpose of the research is to understand the gender equality of the family mediators from the perspective of mediation parties, judicial personnel, and social workers.</p> <p>This research adopted qualitative methods, and ten individual interviews, eight focus groups of social workers, two judicial personnel focus groups were conducted. Total 47 people participated the study, included 8 parties, 30 social workers and 9 judicial personnel.</p> <p>Research demonstrated that most mediators had mediation skills, appropriate strategies, neutral role and balance parties' rights as an analysis of positive observations and feedback. However, the gender equality of family mediators showed a large difference. According to court statistics, there were only 37 complaint cases for family mediators from 2012 to 2017. And only 4 cases entered assessment, 3 mediators were given verbal cautions, one was dismissed, and one was not rehired. Although there are few complains, but the research found: people have no information how to appeal, people are afraid to appeal, people choose to fail mediation, and the court has already handled the change of mediator.</p> <p>It is recommended: 1. Family mediator certification system should be adopted. 2. Family mediation education and training should emphasis on participatory learning, role play, discussion and practice. 3. Family mediation committee should be established. 4. The evaluation and assessment system of family mediators should be implemented properly. 5. The payment of family mediators should be increased.</p>
Bio	<p>Associate Professor and Chairperson, Department of Social Work, Tzu Chi University, Taiwan</p> <p>https://drive.google.com/open?id=1mb00YKkij4bLZ-UpQGpV8PyItKrxKDnm</p>



Poster Presentation	
Registration ID	25250
Given Name	Daisei
Family Name	Kinoshita
Region/Country	Japan
Axis	4
Topic	Challenges in Supporting Persons with Intellectual Disabilities with Dementia Symptoms at Facilities for Intellectual Disabilities
Abstract	<p>Challenges in Supporting Persons with Intellectual Disabilities with Dementia Symptoms at Facilities for Intellectual Disabilities -From a questionnaire survey for support facilities for persons with disabilities¹. Study goals In Japan, the increase in elderly people with intellectual disabilities (ID) entering facilities for the disabled is becoming a problem. How to interact with people who have dementia symptoms, and staff are speaking up about these issues. However the method of supporting for residents with dementia sare not established. Due to these conditions, this study aimed to clarify, challenges for support when residents of facilities for the disable present dementia symptoms. 2. Study perspective and methods A survey of 104 facilities for disabled people all over Japan where ID residents with dementia symptoms are in residence was implemented. The survey period was from July 14 to July 29, 2016. 3. Study results A total of 78 survey responses were received. Support issues identified for residents with dementia symptoms were as follows, in descending order of frequency: “whether or not these residents have dementia cannot be determined” (67.5%), “individual support is needed, but staff can’t be reliably assigned” (57.8%), “the residents require a larger volume of support compared to others” (57.8%). 5. Considerations Based on the results above, the following were the research lab’s 2 findings from this study. 1. More trends were seen arising from support structures and the environment than dementia symptoms themselves. 2. Issues arise more from support structures and the environment than handling of dementia symptoms. Note: This study is part of a research project funded by the JSPS Grant-in Aid for Scientific Research (Issue No. 20559140).</p>



Poster Presentation	
Registration ID	25262
Given Name	Hirofumi
Family Name	Watanabe
Region/Country	Japan
Axis	4
Topic	Interview Survey on Building Relationship with People with Dementia in Case Management
Abstract	<p>1. Purpose of research:Based on users who have dementia at the time of contract, the research aims to clarify factors such as the criteria to judge whether each case manager has developed a relationship when performing case management and actions taken to deepen this relationship. 2. Methods :The target of the survey is case managers who have experience in providing home care support to people with dementia. Among cases in which case management was executed for users who have been diagnosed with dementia at the time of contract, the following was questioned only for cases in which a relationship has been proven to be established with the patient: ① dementia status of the patient (memory impairment, etc.), ② process of building relationships from scratch, ③ grounds for judgment that trust has increased, ④ actions taken to deepen the relationship. The survey was conducted between November 2018 and January 2019. This survey was conducted with the approval of the ethical review of Musashino University’s Institute of Human Sciences. 3. Result: Six cases have been analyzed. As for the communication level and degree of independence in daily life, the majority of patients could barely continue living alone. The criteria for a relationship appears to be based on whether the case manager feels that the patient has accepted him/her as safe and trustworthy. As for the opportunity which lead to building the relationship, interviewees mentioned time spent with the patient and changes in the patient’s perception towards the case managers along with the progression of dementia. Frequent visits during the early stage and conversation topics based on the patient’s interest were mentioned as a device for building relationships. This research has been performed as a part of a special study fund of Musashino University.</p>



Poster Presentation	
Registration ID	25604
Given Name	Hiromi
Family Name	Kamiyama
Region/Country	Japan
Axis	4
Topic	Inclusive Community Social Work Focusing on Vulnerable Populations Through Government/NPQ/University Collaboration in Downtown Tokyo, Japan
Abstract	<p>The young population in Japan, at 12.4% of the total population, is percentage-wise lower than many other countries, whereas the older population, at 27.3%, is highest in the world. Furthermore, Japan is experiencing an overall population decline, which will result in an even more skewed demographic challenge in the coming years. Among the challenges presented by these demographic shifts is an increase in social isolation within the vulnerable populations. The Community-based Social Work-Japanese (CSW-J) model has been developed to prevent social isolation and promote social inclusion among vulnerable populations. In some regions of Japan, the plan-do-check-act (PDCA) management cycle is used to enhance the CSW-J model to promote sustainable development of community-based social work infrastructure as part of the Social Services Plans developed by local governments. An action research project was conducted over a 10-year period in a downtown section of Tokyo, Japan, to develop the CSW-J model as a sustainable program for the social inclusion and prevention of social isolation and to evaluate the effectiveness of the effort. The research project, conducted jointly by NPO social workers, local government officials, and university researchers, was built around three major activities: (1) inductive and deductive analyses of the data collected, focusing on the cycle of individually-based and community-based support provisions, identification of common needs through data aggregation, and the strategy to build social resources based on identified common needs; (2) collaboration between NPOs and local governments in enhancing community social work practices and developing Social Services Plans to prevent social isolation through inclusion; and (3) highlighting the importance of supervision in sustaining program effectiveness and value as the number of community social work programs in this section of Tokyo has increased from 2 to 18 over the 10-year period. The results of this research are presented and discussed.</p>
Bio	Faculty of Human Studies, Department of Social Welfare. Professor. Ph.D



Poster Presentation

Registration ID	25679
Given Name	Mae Fe
Family Name	Ancheta-Templa
Region/Country	Philippines
Axis	4
Topic	Reclaiming Indigenous Help and Indigenization of Social Work in the Phillipines: Implications to Social Work Education
Abstract	<p>Articulation of the indigenous helps based on the stages of development of the Philippine society and the indigenization of the social work profession is a challenge in a globalizing world. Such affirms and elevates the practice of social workers in Non-government Development Organizations and Peoples Organizations as legitimate tasks in pursuit to the concretization of “Gawaing Panlipunan” (social work in the Philippine language) that asserts the value orientation of Filipino people and the technology of helping- as in decolonizing thoughts and practices. It strengthens the national identity of social workers as doers for shared identity, history and national sovereignty, handling people’s collective needs and rights and reaffirming the indigenous roots of helping that bind the social work professional growth in the country. The discourse suggests a framework for a social work curriculum that is country-specific, responsive to the realities of the majority poor (with ethno-linguistic tribes) and gender-conscious and responsive.</p>
Bio	<p>Mae Fe Ancheta-Templa is currently the Program Head of the Social Work Department of the Holy Child Colleges of Butuan City while into social development work as Executive Director of Kyabaan Association, Inc in Davao City, all in Southern Philippines (Mindanao). She is the former Undersecretary for Protective Operations and Programs and Institutional Development of the Department of Social Welfare and Development (2016-2018). She figures prominently in the tasks towards strengthening social welfare system in the Philippines: engaging herself with UNICEF, Global Partnership to End Violence Against Children, Global Social Service Workforce Alliance and consistently taking up the cudgel to advance social work education and practice standards not only nationally but at the East Asia. Her paper on child justice systems in South Africa and the Philippines earned a scholarship to the joint international conference of International Federation of Social Workers, International Association of Schools of Social Work and International Council for Social Welfare held in Melbourne in 2015. Her articles on social work, women and children are featured in the online publication, Davaotoday.com: Social Costs and Causes.</p>



Poster Presentation

Registration ID	25747
Given Name	Nedegaard
Family	Randall
Region/Country	USA
Axis	4
Topic	Oil Boom Developments and Human Service Sector: “Oil Fatigue”
Abstract	Natural and man-made disasters can threaten to overwhelm human service organizations by flooding the system with acute needs. Man-made incidents such as oil-booms in rural communities can flood a system with needs. When human service workers are faced with situations where the needs of the population far exceed their ability to meet that need, compassion fatigue can result. This paper presents a scenario of burnout where the individual, organizational and community capacities are exceeded simultaneously; these authors call it oil fatigue.
Bio	Randy Nedegaard is an associate professor at California State University, Fresno, Department of Social Work Education. He has authored publications on military cultural competence, intimate partner violence and its intersections with faith traditions, teaching in diverse tribal communities, and decision-making in intimate partner violence. Dr. Nedegaard has practiced social work in major military medical centers, outpatient mental health clinics, correctional settings, and at higher headquarters policy settings.

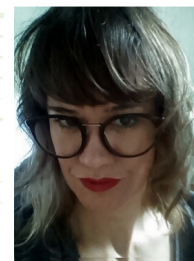
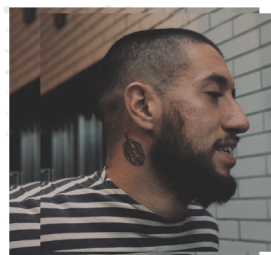


Poster Presentation

Registration ID	25791
Given Name	Khadija
Family Name	Khaja
Region/Country	USA
Axis	4
Topic	Bullying Experiences of Muslims Students: A Qualitative Research Study
Abstract	<p>Bullying is the physical or psychological abuse of an individual by a person or a group of people to create a pattern of abuse where a victim cannot defend him or herself. Muslim experiences of stigma and discrimination have increased globally since the September 11th terrorist attacks against the World Trade Center in New York. However, less evidence-based research is present about religious bullying experiences of Muslim students in schools, college and universities and how it impacts their well-being. This qualitative research study was conducted to explore bullying experiences of Muslim students in American schools, colleges and universities. Eighty respondents took part in this study via a purposive sampling method doing either a face-to-face semi-structured survey interview, survey online; or telephone interview. Results indicated that religious bullying was defined as including verbal or physical experiences that made Muslim students feel insulted, intimidated, threatened or harassed because of their religion. Many respondents were worried about the general safety of Muslim children in public schools, concerned they were prime targets to experience bullying by their peers at school due to growth of Islamophobia and White Nationalism in the United States and around the world. White nationalist groups are now actively targeting college campuses in the United States. Some research has found that what has fueled such movements are the demographic changes happening around the world in predominantly western Christian countries due to migration of diverse ethnicities and religions. Results also indicated that more Muslim students are experiencing social isolation; more terrorist accusations by peers in schools, fun being made of their hijabs (female head covering) which also led to negative effects on academic performance. Recommendations included the critical need for more interfaith education in all schools, colleges and universities, more interfaith community building activities to enhance human relationships and promote diversity, increased program development to address religious bullying in learning climates with better trained counsellors, and educators to ensure the well-being of diverse students.</p>



Poster Presentation	
Registration ID	25815
Co-authors	Alhajri Wafa, Khaja Khadija
Region/Country	United States
Axis	4
Topic	Social Service Needs of Muslims Living in Ontario
Abstract	<p>This qualitative research study focused on social service needs of Muslims living in Canada. Twenty-five semi-structured interviews were conducted via a purposive sampling method either face-to-face, online or by telephone with people who were active or had expertise in implementing social service supports for Muslims in need. Respondents came from a variety of ethnic backgrounds which included: Africa, India, Pakistan, South Africa, Syria, Saudi Arabia, Afghanistan, Bangladesh, USA, Europe, and Palestine. Their backgrounds of employment ranged from working in the federal government, NGO's, transportation industry, social service agencies, rape centers, law enforcement, social work practice, mosques, academia, business, medicine, women's organizations, food banks, finance, or philanthropy. Results indicated that for Muslim men their greatest social service needs were around dealing with racism in a post 911 era, depression due to growing unemployment as their hopes were often dashed after migrating because of foreign degrees not being recognized, increased poverty leading to some men taking out their frustration on wives, and generational conflicts with children. For Muslim women concern was expressed about the growing discrimination they face due to wearing hijab (head covering), stigma of seeking help when domestic violence occurred, and growing concern about a majority of refugees now being Muslim women with their children. Muslim youth needs focused around the growth of religious bullying in schools, and better supports to address intergenerational conflicts with their parents. Muslim elderly needs surrounded issues related to isolation due to language barriers, discrimination due to wearing traditional clothes, nursing homes having few social workers and staff who could speak other languages and a lack of extended family supports. This poster presentation will add to the knowledge base on social service needs of diverse and minority populations to ensure their health and well-being.</p>



Poster Presentation

Registration ID	25854
Co-authors	Caetano da Silva Natália, Ramos Eliane Tatiane, Felix Pelvini Rafael
Region/Country	Brazil
Axis	4
Topic	Cooperation between Public and Private Entities In Order To Ensure the Human Rights: Interventions with Youth with Law Conflicts
Abstract	<p>This work seeks to demonstrate the public-private partnership in ensuring rights to youth assisted by the Brazilian social assistance network, particularly in the city of Santo André, discussing the role of the private sector working with the public sector in the implementation of public policies aimed at reducing inequalities and guaranteeing opportunities for all. This partnership was made between the Reference Center Specialized in Social Assistance (CREAS), a public service responsible for the implementation of Socio-educational Measures, specifically Assisted Freedom and The Rendering of Services to Community, rights guaranteed by the Statute of Children and Adolescent of 1990, and the Social Service of Commerce (Sesc), a private entity, founded in 1946 and maintained by entrepreneurs from the commerce of assets, tourism and services. It consists of assisting young people of all genders, age 14 to 18, in conflict with the law and who comply with Assisted Freedom and The Rendering of Services to Community. These youngsters are assisted by professionals in the areas of social assistance and psychology during the fulfillment of their Measure. The contribution proposed by Sesc was to seek the promotion of socio-cultural activities in order to stimulate their critical and active participation through the contact with different artistic languages, allowing access to all actions performed by Sesc to the community. At the end of the first year, 50 adolescents went to cultural and artistic experiences (poetry, audiovisual, theater games, podcasting). Themes such as childhood, future, family, sexuality and dreams guided the artistic and cultural actions that were developed. In the short time of this work (March to November 2019), it was noticed the youth's improvement of recognizing themselves and having positive contact with others, and also a higher qualification in resocialization, reinstatement of their rights, enjoyment of culture and art and the glimpse of new futures.</p>
Bio	<p>Rafael Pelvini has a degree in Pedagogy and works as an Educator at Sesc Santo André, Brazil.</p> <p>Tatiane Ramos is an artist, graduated in Theater and Dance and works as an Art Educator at Sesc Santo André, Brazil.</p> <p>Caetano da Silva Natália: Sociologist, specialist in public management. Socio-educational supervisor at Sesc Santo André, Brazil.</p>



Poster Presentation	
Registration ID	26091
Co-authors	Tsang Wai Hung Wallace ,Chan Tak Mau Simon,Cheung Monit
Region/Country	United States / Hong Kong SAR
Axis	4
Topic	Help-Seeking For Chinese Male Survivors of Intimate Partner Violence: An Ambivalent Journey
Abstract	<p>Background: Male victimization in intimate partner violence (IPV) has long been an understudied phenomenon due to service resources mainly targeting female survivors and male perpetrators. From a gender-specific perspective, this study focuses on IPV male survivors and their postponed decisions to seek help.</p> <p>Method: An individual interview method was employed to analyze responses from the abused men. Fifty adult male survivors referred by four IPV social service agencies were invited. They were living in Chinese cultural region (mainly Hong Kong) for three or more years and in a current/past heterosexual relationship with the alleged perpetrator for at least six months. A semi-structured guide contained three main questions: (1) the IPV incidents, (2) factors influencing victimization disclosure, and (3) help-seeking decisions. Thematic analysis was applied to examine the psychological factors, interpersonal reactions to male victimization, and decisional challenges within the cultural context that affected men’s help-seeking decisions.</p> <p>Results: Within a year of subject recruitment, ten Chinese male IPV survivors consented to participate in an hour-long individual interview. Findings include men’s challenges in: (1) sense-making as a psychological mechanism—men protecting their self-image; (2) stigmatized as a strong defender—men seeking help for others; (3) masculinity as a social value—men not viewing themselves as weak with problems. When making decisions to report abuse, these men faced these psycho-socio-cultural challenges, which subsequently distorted their perception toward not deserving help and thus not admitting their vulnerability.</p> <p>Implications: These influences on thinking, feeling and motivation to action-taking represent the three interrelated domains that explain men’s delayed help-seeking decisions. The journey before, during and after IPV disclosure is full of ambivalence and unresolved shame. Service providers should emphasize the positive aspect of reframing the social and cultural perspectives on male victimization for creating a healthy recovery journey for men to seek help without negative stigma.</p>



Poster Presentation	
Registration ID	23060
Co-authors	Villarreal Sosa Leticia ,Martin Michelle
Region/Country	United States
Axis	4
Topic	Irish Immigrant Adaptation and Mental Health Needs: A Survey of the Chicago Irish Community
Abstract	<p>The Irish diaspora is one of the largest in the world. The majority have settled in the U.S. Northeast and Midwest and are considered to be in the “late generation ethnicity” stage, having emigrated to the U.S. in successive waves since the 19th century, but not replenished by new immigration. Chicago, the site for this study, has an Irish community that is composed of third and fourth generations as well as newer immigrants that came post-1980s and 90s due to a fluctuating Irish economy. This paper fills a gap in the literature by identifying the experiences, identity, and needs of the Irish diaspora living in Chicago, with an emphasis on mental health. This study uses a community based participatory approach. All stages of the research process were completed in collaboration with community members, including the Chicago Irish Immigrant Support (CIIS). The study surveyed members (n=330) of the Irish diaspora living in the Chicago metropolitan area using purposive sampling. In the area of mental health, sixty five percent (n=257) report that they or a family member has been diagnosed with a mental health issue, yet they also report challenges accessing mental health services due to stigma around psychological distress. Given the distinct pattern of immigrant adaptation of the Irish diaspora, implications for immigrant adaptation theory are discussed as well as the ways in which community agencies can offer services considering needs across generational status. The mental health needs of the Irish diaspora appear to be largely invisible to service providers, but results underscore the importance of specific Irish immigrant support centers and their role in providing front line services.</p>



INTERNATIONAL ASSOCIATION OF SCHOOLS OF SOCIAL WORK (IASSW)
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INTERNATIONAL SOCIAL WORK EDUCATION AND DEVELOPMENT ONLINE CONFERENCE 2021

Human Relationships – Keys To Remaking Social Work For The Future

Axis 5

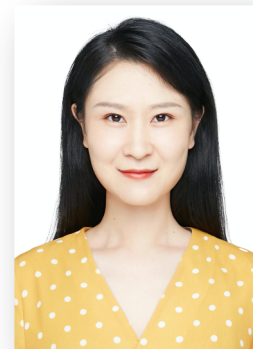
*Challenges and capacities of Social Work
Education and Research in promoting
human relationships*





Poster Presentation

Registration ID	22311
Given Name	Brie
Family Name	Radis
Region/Country	United States
Axis	5
Topic	Utilizing Video Conferencing for Social Work Faculty Support: PLEASE: Peer Led Education Assistance for Social Work Educators
Abstract	<p>Early-career social work educators are in a particularly precarious position as they test the waters of new roles and responsibilities. With the challenges of small departments and schools of Social Work, in addition to staggered schedules and ongoing commitments to academics and scholarship, it can be challenging for new or tenured social work educators to connect for support and supervision (Bergart & Simon, 2005). Another important aspect to consider is the role that trauma-informed teaching practices can play in outcomes for students. In order to support the implementation of a trauma-informed approach in the classroom, a peer support group can integrate several relevant methods into its meetings together. In group discussions the primary focus should be placed on understanding the needs of students while placing emphasis on the knowledge of trauma and stress's effect on the learning and connecting process (Carello & Butler, 2013). In addition to brainstorming ways to solve the complex teaching dilemmas with strength-based, safety focused and research-informed feedback, peer supports challenge one another throughout sessions to check in regarding their own triggers and to convey a non-judgmental stance with students and themselves. With the growing use of technology in the field and classrooms, educators have expanded their reach to students across the globe. This same technology can now be used to connect social work educators with one another to improve the mutual aid process of supervision and peer support. In fact, one of the current Grand Challenges of Social Work is working to "harness technology for the social good," a challenge which this workshop incorporates into its founding principles (Berzin et al., 2016). Berzin et al. also recommend several key policy changes, one of which is the use of technology to facilitate interstate practice of social work. Taking their practice-focused recommendation as a model, the peer support group after which this workshop is modeled connects social workers from more than four states and six educational institutions. The poster will outline the ways in which PLEASE model can be replicated from other purposes including the technology platform and the structure.</p>
Bio	<p>Katharine Wenocur, DSW, LCSW, Amy Preston Page, DSW, LCSW, Donna Wampole, DSW, LCSW, Johanna Crocetto DSW, LCSW, Melanie Masin-Moyer, DSW, LCSW, Brie Radis DSW, LCSW (coordinator), & Colleen Keeler</p> <p>Brie Radis, DSW, MSS, MLSP, LCSW, Dr. Brie Radis is an assistant professor of social work at West Chester University and a graduate of the Doctorate of Social Work program at the University of Pennsylvania. Brie has worked in the field of community mental health, homelessness, and housing first since 2004. She is a passionate advocate for integrated health care, trauma informed care, harm reduction, and the housing first philosophy. She is also an experienced trauma therapist and clinical supervisor for students and staff.</p>



Poster Presentation	
Registration ID	22972
Given Name	Naisuo
Family Name	Sun
Region/Country	China
Axis	5
Topic	Potential Challenges in Field Practicum for Chinese Exchange Students in the US: The Comparison Between China and the US in Social Work Field Education
Abstract	<p>Under the projects of China-U.S. Social Work Collaborative (2012-2017), more and more Chinese social work students have arrived in the US as exchange students. Considering the different academic and cultural environment, students may face barriers when they are doing their field practicum in the US. This study aims to compare the field educations between China and the US. It introduces the similarities and differences in filed education between China and the US. Some similarities include the existence of a national supervising organization, curriculum settings, overall field practices, and assignments and evaluation process. The differences may include the academic calendar is different in these two countries; the social work licensure or certifying system is quite different; and in most Chinese field programs, a separate administrative position of field education director does not exist. This paper also addresses the potential difficulties such exchanges may cause and offers suggestions for dealing with the special problems, and encourages a constructive analysis of westernized practices and indigenous needs. A flexible and effective communication network between the two involved programs will be a key factor for success. As the development of future collaboration between the US and China on social work, the Chinese exchange students will have more opportunities to study in the US and bring the best practices back to China and hence promote the field education in China. In a spirit of international collaboration between China and the US, the comparison in this paper will bring a global perspective to develop the international field education.</p>
Bio	<p>Naishuo Sun, a third-year PhD student at Fordham University in the United States. Her interests include child well-being, family services, and immigrants related issues. The international social work education and development of social work in Asian countries are other study fields too.</p>



Poster Presentation

Registration ID	23058
Co-authors	April Jones, Rhonda Collier
Region/Country	United States
Axis	5
Topic	Culturally Responsive Teaching Strategies Suitable for HBCU Study Abroad Programs

Abstract

The workshop will focus on social work methodology as a means of developing effective study abroad programs at HBCUs. Moreover, the workshop proposes ways to implement social work standards into study abroad programs for HBCU students. The workshop provides meaningful case studies to examine the impact of service-learning programs that employ culturally responsive teaching and learning strategies as well as social work standards for HBCU students on short-term programs. The workshop will provide a myriad of strategies for culturally responsive teaching. While the focus is on social work education, the methods developed may be used in any service learning setting.

Bio

Dr. April L. Jones, LMSW is an assistant professor and department head of social work at Tuskegee University. She has worked as licensed social work for over two decades providing direct practice and social work education. She has travel to over 10 countries presenting her published research. She instructs the global social work course and currently is working on an international digital literacy project. She has co-author a book chapter with Dr. Rhonda Collier (poster co-presenter), Professor and Global Office Director, that discusses how social work methodology can be used as means for developing effect study abroad programs at HBCUs.



Dr. Rhonda Collier is a Professor of Modern Languages and Communication at Tuskegee University in Tuskegee, Alabama, USA, where she also serves as the Director of the TU Global Office. She has a Ph.D. in Comparative Literature from Vanderbilt University, and she is a Fulbright Scholar, who studied at the Universidad de São Paulo in Brazil. She has published in the areas of Afro-Brazilian, Afro-Cuban, African-American, and global hip hop studies. At Tuskegee University, she focuses on American literature, Black American literature, and composition courses with an emphasis on service-learning. Her most recent work *Culturally Responsive Teaching and Learning in Higher Education*, co-edited with Dr. Octavia Tripp was released by IG Global Publishing on August 12, 2019. Dr. Collier is passionate about education abroad and cross-cultural student engagement.





Poster Presentation

Registration ID	23072
Given Name	Amanda
Family Name	Hill
Region/Country	United States
Axis	5
Topic	Using Social Reconstructionism as a Pedagogical Framework to Promote Collaboration and Engagement with Undergraduate Social Work Students
Abstract	<p>This presentation will discuss how Social Reconstructionism can be used as a pedagogical framework to create structured educational tasks and improve student learning. Social work students should be encouraged and expected to engage in constructive social criticism that examines existing societal, institutional, and political structures in order to identify existing disparities and propose solutions. Social Reconstructionism provides a framework through which educators can guide their students from the identification of a social problem, through operationalizing the terms relevant to that problem, to formalizing the formulation of the problem, reporting the findings, and then structuring possible solutions (Guttek, 2014). This process, which engages the student in critical thinking, mirrors the process by which a social work practitioner partners with individuals, groups, and communities for the purpose of social care and social justice (Sheafor & Horejsi, 2015). This presentation will focus on the implementation of Social Reconstructionism in an undergraduate social work course. The effectiveness of reading groups, collaborative notetaking, interactive small group discussion, and large group problem solving tasks to engage students in a critical examination of current political and social issues will be discussed.</p>
Bio	<p>Dr. Amanda Hill earned her master's degree in social work from Salisbury University in 2010, and her PhD in social work from Widener University in 2019. Prior to joining the faculty of the School of Social Work at Salisbury University, Amanda worked with children and families involved in the child welfare system for several years. Much of this time was spent working in elementary, middle, and high schools providing school-based mental health services to students. Additionally, she has experience working in both acute and residential mental health settings and has acted as a behavioral health supervisor at various pediatric healthcare facilities. Currently, Dr. Hill is an Assistant Professor of Social Work and teaches both undergraduate and graduate students in several content areas including ethics, research, and social work practice.</p>



Poster Presentation	
Registration ID	23598
Given Name	Takako
Family Name	Ayabe
Region/Country	Japan
Axis	5
Topic	Research on the Practice of Care Planning by Care Manager of Homed-based Care Support Centers in Japan, and Related Factors
Abstract	<p>Objective: The present study examined the relationships between the understanding of information in assessment and the practice in the care planning by care managers of Homed-Based Care Support Centers in Japan.</p> <p>Methods: The data were collected by self-administered questionnaires mailed to the participants at 500 care management centers in 6 prefectures in the Kinki area of Japan. The research was conducted between February 9 and 28, 2017. The care management centers were randomly selected. The response rate was 37.2% (186 care managers). A multiple regression analysis was performed by using the practice in the care planning as dependent variable and the care managers' characteristics such as gender, age, professional experiences, and information concerning the clients in assessment as independent variables.</p> <p>Results: Care managers with higher skills in care planning were able to collect adequate and appropriate Information concerning the clients and their caregivers in assessment such as client's physical and mental conditions, client's lifestyle, physical and mental conditions of the caregivers, human and financial resources for clients and their caregivers. In short, when care managers collected adequate and appropriate information about clients' and their caregivers' conditions and situations in assessment, they could make appropriate care plans for them.</p> <p>Discussion: We found that the assessment by care managers was a key in care planning and total care management for not only clients but also their caregivers. Care managers should recognize that information concerning the clients' and their caregivers' physical and mental conditions and social resources for them is significant in care planning for the clients and their caregivers.</p>



Poster Presentation

Registration ID	23655
Given Name	Beverly
Family Name	Wagner
Region/Country	United States
Axis	5
Topic	Honor the Culture, Honor the Language: Using Practitioner Inquiry and Reflection to Implement Culturally Responsive Practices within UAE BSW Courses
Abstract	<p>As English is the medium of instruction in many countries and often viewed as the lingua franca, issues of comprehension, practice competence, cultural competence, and identity can become competing constructs within social work second language instructional environments. Eliminating the language of a culture and place from instruction can also lead to eliminating sociocultural understandings which ultimately create disconnects between social work knowledge, skills, values and values of a culture. In some regions of the world, such as the Middle East, the dearth of Arabic language social work textbooks and materials create additional barriers. With a specific focus on instructional language and building on research that considered linguistic and cultural obstacles to learning in a UAE BSW course, this session is designed to present strategies for social work educators to integrate first language within second language instructional environments. Guided by Gay's (2018) culturally relevant teaching framework and Luke, Woods, and Dooley (2011) conceptualization of comprehension: that comprehension is more than understanding something; it is a process of thinking to seek meanings and solve problems, this session provides tips for successful integration of languages. Topics include the integration of languages within course materials, strategies for emphasizing the cultural context of the learner, the use of dual instructors to provide first language opportunities for in-class role-plays, field education journals, and community projects.</p>



Poster Presentation	
Registration ID	23914
Given Name	Yuichi
Family Name	Watanabe
Region/Country	Japan
Axis	5
Topic	How Many Practicum Hours are Required to have Experienced using Skills in the Baccalaureate Program?
Abstract	<p>The curriculum will be changed for a licensed social worker in Japan, 2021. If this renewal made expanding a practicum from 180 to 240hours, the practicum is still shorter than in other countries even after this renewal in Japan. A program of field education has to provide a minimum of 400hours according to the accreditation standard of CSWE for the baccalaureate program. How many hours of a practicum is required for a candidate to be a licensed social worker in a bachelor's program? This argument should be considered not only by comparing it with other countries but also by evidence based on data. However, there isn't enough rationale evidence to discuss it. Experiences in a practicum had never been documented statistically in Japan. This study aims to reveal the experiences in terms of using skills and differences between the number of practicum hours and experiences of using skills in a practicum. The data collection had been conducted through a questionnaire on the web to practicum students. Variables were "Hours of the practicum so far" categorized every 60 hours and "Experiences in terms of skills" measured by a 3points scale of 75skills. The chi-square test and adjusted standardized residual were utilized to analyze differences between the number of hours of practicum and experiences of using each skill. According to results, many of the skills relevant to the micro-level might have experienced more than 50% of responses after 180hours. Simultaneously, over 50% of respondents had answered no-experience about many of the skills relevant to the mezzo/macro-level. And lots of distribution of experiences using skills had a statistically significant difference from the number of practicum hours. Lots of practicum students can't have opportunities to use skills. 180hours is too short to get competencies as a candidate for a licensed social worker.</p>



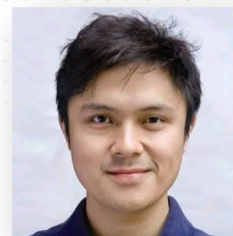
Poster Presentation	
Registration ID	24716
Given Name	Sheri
Family Name	McConnell
Region/Country	Canada
Axis	5
Topic	BSW Field Preparation Seminars – Preparing Social Work Students for Field Practice
Abstract	Field Education is an integral component of social work education. Students at the undergraduate level in Canada are required to complete a minimum of 700 hours of field education in a government, health, or community agency. Course work alone does not adequately prepare social work students to fully engage in the field education component of the BSW curriculum. The Field Preparation Seminars are an initiative of the Memorial University of Newfoundland & Labrador’s School of Social Work field education team to augment course learning and prepare students for professional social work practice. Six Field Preparation Seminars were developed to respond to concerns raised by agencies, field instructors, faculty, and students about students’ lack of readiness to participate in their first field practicum. The first three field preparation seminars (in the fall semester) focus on field education basics, including field curriculum; the student-field instructor relationship; policy, procedures and processes; and preparing a resume and interviewing for a field practicum. The second three field preparation seminars (in the winter semester) address ethical practice, respectful workplaces, and professionalism in the field practicum. The field education team partners with community agencies and social work students who have completed field practice to engage students in successful preparation for their first field practicum.
Bio	Dr. Sheri M McConnell is an Assistant Professor and Field Education Coordinator at the Memorial University School of Social Work in Newfoundland Labrador, Canada. An active member of the Canadian Association for Social Work Education (CASWE-ACFTS) and Transforming the Field Education Landscape (TFEL), Dr. McConnell’s research interests include field and social work education; decolonization, reconciliation, and Indigenization; gender and sexual diversity; and preventing, disclosing, addressing, and ending violence and abuse, with an emphasis on child sexual abuse.



Poster Presentation	
Registration ID	24749
Given Name	Shirasawa
Family Name	Masakazu
Region/Country	Japan
Axis	5
Topic	Social Work Care Management: Care Managers' Actual Practice and Client Satisfaction
Abstract	<p>This study aims to find the structure of social work care management (SWCM) practice and to identify differences in perceptions of the practice between care managers (CMs) and clients. This study examines CMs' actual practice and client satisfaction (CS) regarding the relational aspects of social work (SW) characteristics identified by the National Association of Social Workers: (1) person-centered perspective, (2) primacy of worker-client relationships, (3) person-in-environment framework, and (4) strengths perspective. MTHOD: We sent the questionnaire to 3,000 care management organizations for older people across Japan, asking 1 CM per organization about their actual SWCM practice (1,719 valid responses). Next, we selected 1 client for each CM who had responded to the first survey and conducted another mail survey with these clients, asking their experience of receiving SWCM (594 valid responses). RESULTS: We analyzed data of these 594 CM-client pairs. Through factor analysis of the 34 items regarding CMs' practice of SWCM characteristics, we extracted 5 factors. Among the 4 characteristics mentioned above, (2) primacy of worker-client relationships was further divided into (2a) consideration in personal relationships and (2b) attitudes toward clients. Regarding these 5 factors, we conducted t-test or one-way ANOVA to examine CMs' practice and CS, based on variables on CMs (gender, age, highest education, employment type, years of experience, senior qualifications, and SW background) and care management organizations (organization type, management entity, number of CMs, and qualifications for additional fees). Regarding CMs' practice, those with senior qualifications had higher CS in 3 factors except (2b) and (4). The longer their job experience was, the more CMs were likely to practice (2b) and (3). The lower their educational level was, the more CMs were likely to practice (2a). Regarding the organizational characteristics, CMs in stand-alone organizations were more likely to practice (2a) and (3), while CMs working at private companies were more likely to practice (2a), (3) and (4). CMs with SW background showed no difference in practice of SW characteristics or satisfaction, suggesting the need for initial and ongoing SW training and education.</p>



Poster Presentation	
Registration ID	24766
Given Name	Salyanna de Souza
Family Name	Salyanna
Region/Country	Brazil
Axis	5
Topic	Social Work and Vocational Training in the State of Espírito Santo: 50 Years of History
Abstract	<p>The ongoing research, funded by the Espírito Santo Research and Innovation Support Foundation (FAPES), aims to: understand the socio-historical path of the Social Work course at the Federal University of Espírito Santo (UFES) in the construction and insertion of social workers in occupational spaces having as reference the fields of action in the area of social security; and to analyze the relation of the own fields with the movements of professional renewal in Brazil and of rupture with the “Traditional” Social Work. It is divided into: bibliographic and documentary survey; organization and analysis of data and preparation of the final report. It is currently in the bibliographic and documentary survey phase. In our first observations we noted that Social Work in Espírito Santo emerged in the 1950s, when the state assumed the role of ideal collective capitalist, interfering with the process of social regulation. According to Visa (1981), from 1950 to 1957 there was the period of expansion of Social Work: the foundation of the Technical School of Social Work - 1951/1953; the Social Work Course - 1952/1954 and the Social Workers Training Course - 1957, as well as the creation of the pioneer fields of Social Work (Brazilian Legion of Social Assistance; among others). In consonance with Rosa (2009), from 1969-1970 there was a growth of almost 84% in the number of professionals. In 1970 the Social Work Course was created at UFES, with a minimum duration of 2,500 hours, in 1974 it had 80 vacancies. In the 1980s, a curriculum review was carried out following the discussions of the profession in the country, approaching the movement of “intention to break” with the “traditional” Social Service. The Social Work enters the years 1990 and 2000 with a solid legitimacy before the society, but with many challenges to be faced.</p>



Poster Presentation

Registration ID	25184
Given Name	Charles
Family Name	Leung
Region/Country	China
Axis	5
Topic	Indigenizing Social Work Education with International Perspective: A Case Study of the Guangdong-Hongkong-Macao Greater Bay Area (GBA) in China
Abstract	<p>Background: The development of Social Work education in Hong Kong is remarkable in the world. Its qualification is internationally accepted, especially by the developed regions and countries. Its influence has also been diffusing over the regions of Chinese Mainland. In the case of the Greater Bay Area, under the full-scale cooperation in higher education between the Mainland and Hong Kong since 2005, a social work undergraduate program with reference to the curriculum design of Hong Kong has been offered in the Greater Bay Area.</p> <p>Objective: This study researched the dynamics of developing the social work program so as to understand how the Hong Kong experiences of social work education is being diffused in a context of Chinese Mainland.</p> <p>Methods: Single case study was adopted as the research design. Thereby, multiple sources of evidence were collected. In addition, a triangulated process was utilized to guide the process of analysis in a more rigorous way.</p> <p>Results: The main findings of this study are highlighted as follows: 1) the Hong Kong / international elements are mainly treated as a benchmark to continuously monitor and evaluate the social work program; 2) A boundary of the diffusion is found; and 3) The educational impacts on those alumnus working in the field of social work / social development are the issues of personal growth and career development.</p> <p>Conclusion: The research findings could be utilized by the people, who are developing social work education with similar context.</p>
Bio	<p>Dr. Charles is a Hong Kong Chinese, and has been studying the issues of indigenization of social work profession since his undergraduate study for more than two decades. He has also presented related viewpoints and discoveries many times in SWSD conferences. Although the research journey is culturally bounded by Chinese contexts, he does believe that conceptual implications as well as lessons learned could be provided to whom are also being passionate to build, develop, and utilize knowledge among their respective situations.</p>



Poster Presentation	
Registration ID	25840
Given Name	Peter
Family Name	Schaefer
Region/Country	Germany
Axis	5
Topic	Innovative Negotiation in Social Work
Abstract	<p>Successful negotiation between professionals and clients / service users as well as client systems is constitutive to achieve the intended targets in all professional fields of social work. When there is a demand for mediation, the necessity for professionals to be highly qualified in negotiation skills is even more meaningful. Social work professionals have to be able to find and work out together with their clients what the clients' needs are (assessment), which aims they want to achieve (definition of goals) and how to bridge the gap (intervention measures) under consideration of the respective framework conditions such as legal-administrative allegations and guidelines as well as financial and organizational demands. To specifically operationalize these skills required from professionals, the so called "Qualifications Framework Social Work" (QF SoWork; Schäfer & Bartosch, 2016) was developed. It supports novices and professionals among other things in their acquisition and application of negotiation skills. One of the best known negotiation models is the so-called Harvard Model (Fisher & Ury, 2012). It serves both as a substantial methodical foundation for mediation and meets significant principles and requirements of social work. The poster takes the valuable input of the Harvard Model for negotiation into account and contextualizes the related skills with the QF SoWork. On top of that, points of criticism regarding the model are considered – such as disregarding asymmetries in power between concerned parties, taking trust between dialogue partners for granted etc.. Other negotiation models (e.g. Fenger & Taylor, 2019) are presented that make up for these desiderata. The poster produces impulses to approach the challenges of negotiation and mediation in social work more differentiated than this has been done so far. It contributes new, innovative aspects regarding practice and theory relationship to the field of professional training in social work.</p>



Poster Presentation	
Registration ID	26117
Given Name	Barbara
Family Name	Casula
Region/Country	Italy
Axis	5
Topic	Aggression Toward Social Workers. The Role of Training in the Enforcement of the Protection and Security System
Abstract	<p>The contribution intends to occupy of active security measures respect the phenomenon of the aggression towards social workers. The social workers consider the danger of aggressive facts implicit respect their profession, or, they are sure that this facts depend on their ability on exercise the profession. But the phenomenon is a lot more complicated: indeed, the work of the social workers, relying on their ability to building a helping relationship based on hospitality, empath hearing and suspension of judgement, don't foresee that the professionist justify the aggressive facts. The target is to contain and prevent violent incident, through the predisposition of the "protection and security system": This system is about:a) Passive security measures that the working organization have to put in act for prevent and contain the violent episodes inside the social services. b) Active security measures therefore all the procedures that the social workers could put in act to prevent or to limit the risks of their work. Particular relevance in the active measures takes the formation, that should regards a lot of areas, like the learning of self defence technice and the take-over of effective communication and conflict mediation technice as well as verbal descalation technice act to remove the danger. According to the opinion of Gianmario Gazzi, president of the National association of social worker, the formation respect the theme is not only the continuos one but also the univeristary one. The continuos formation should start in the three-years degree course to offer to the future social workers some instrument for risk assessment and risk factor management, like for example the learning of the take-over of effective communication, conflict mediation technice and verbal descalation technice for the target of remove the danger.</p>



Poster Presentation

Registration ID	26362
Given Name	Wang Hui Wallace
Family Name	Tsang
Co-authors	Mo Yuen Han, Cheung Chun Sing
Region/Country	Hong Kong SAR
Axis	5
Topic	Reclaiming the Learning and Reflection of Social Work Values in Fieldwork Placement: Social Work Students' Account
Abstract	<p>Background: This presentation highlights a research conducted to explore the learning experiences of social work values for social work students in fieldwork placement. It also addresses the pedagogy of facilitating students to acquire, reflect and internalize the social work values in practice.</p> <p>Method: Four social work training institutions in Hong Kong were invited to participate in this research. In-depth interviews were conducted for 22 social work students. The social work students were Chinese and were studying their first social work training in sub-degree level. They have already completed at least one social work placement. A semi-structured guide was applied in the interviews for students, and addressed three main focuses: (1) their experiences of executing social work practice in placement; (2) their reflection of social work values in their practice; (3) their account of fieldwork supervisor in facilitating their reflection of values. Discourse analysis of in-depth interviews and content analysis of students' written assignments, such as their reflective log and self-evaluation reports in the placement were adopted.</p> <p>Findings: Good learning opportunities rest on the Intersection of personal values and social work values in practice. Discursive meanings of personal values reflect the hegemony of power relationship in social systems. Intersection of personal and social work values create ambiguities and ambivalence on social work values in practice, and this is a golden opportunity for the students to re-examine the validity of personal and social work values. Triggering factors for the students to explore their ambiguities and ambivalence on social work values, including supervisors' readiness and openness to accept diversity in students' values are discussed.</p>
Bio	<p>Lecturer, College of Professional and Continuing Education, The Hong Kong Polytechnic University.</p> <p>Researchers in the areas of intimate partner violence, victimization, gender and social work education.</p>



Poster Presentation	
Registration ID	24600
Given Name	Jacobs
Family Name	Issie
Co-authors	Herbst Alida, Van der Merwe Mariette
Region/Country	South Africa
Axis	5
Topic	Facilitating Reciprocal Responsibility In The Parent-adolescent Relationship: Required Social Work Knowledge And Skills
Abstract	<p>The parent-adolescent relationship is a topic of interest to various disciplines across the world. Most existing research has a unidirectional focus on the relationship where parents are held responsible for the wellbeing of the parent-adolescent relationship. This is in direct contrast with many calls to focus the parent-adolescent relationship on the bidirectional or mutual (reciprocal) responsibility that parents and adolescents should take for their relationship.</p> <p>This poster presentation reports on the final phase of a multiphase, qualitative descriptive study which aimed to develop a practice framework to facilitate reciprocal responsibility in the parent-adolescent relationship. Phase one consisted of an in-depth literature review. In phase two, data were collected by means of semi-structured interviews with parents and adolescents as well as through involving parents and adolescents in sessions based on the Intergenerational Group Reflective Technique (IGRT). Phase three involved the conceptualisation of the practice framework. During phase four social workers, working in the field of family relations, gave their expert opinion on the conceptualised practice framework during reflective group discussions. Phase five involved the finalisation of and reporting on the practice framework.</p> <p>The practice framework is divided in different interdependent and interrelated sections focusing on knowledge and skills social workers need in order to implement the framework, contributions from both parents and adolescents in order to work towards the wellbeing of their relationship and lastly utilizing existential dialogue as a vehicle to establish reciprocal responsibility in the parent-adolescent relationship. From this point of view, the adolescent is 'invited' to join in a democratic horizontal relationship where both the parent and the adolescent accept responsibility for the wellbeing of their relationship.</p>



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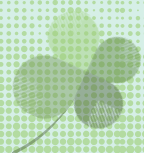
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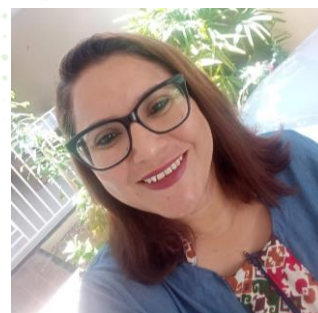
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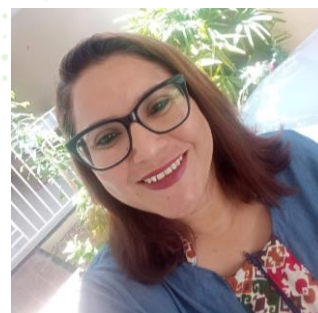


April 2021



Poster Presentation

Registration ID	24767
Co-authors	de Souza Silva Salyanna, Caroline Ribeiro Anselmo Gisele
Region/Country	Italy
Axis	1
Topic	GLI INTELLETTUALI NEOLIBERISTI IN AMERICA LATINA E SUOI ATTACCHI AL SISTEMA DI SICUREZZA SOCIALE BRASILIANO: un'analisi alla luce del pensiero di Gramsci - NEOLIBERAL INTELLECTUALS AND ATTACKS ON BRAZILIAN SOCIAL SECURITY: ananalysis supported by gramscian thought
Abstract	<p>The study aims to analyze the role of intellectuals in spread of ultra neoliberalism and its impacts on Brazilian public policies. From a historical-dialectical reading of reality, based on reflections of the Italian Marxist Antonio Gramsci, we conducted a documentary and bibliographical research. History of neoliberalism in Latin America demonstrates the need for use of authoritarian and ultra-conservative measures through establishment of dictatorships and / or defense of reactionary postulates; as the formation of groups of intellectuals linked to academic sectors. In Latin America, from the experience of Chilean dictatorship, we have, for example, the performance of Chicago Boys, and their influence is also observed in the current Bolsonaro government through its governing team. In Brazil, we live a process of constant inflections in social legislation with undemocratic “counter-reforms” that alter the Federal Constitution of 1988, causing real setbacks for Brazilian society, especially for those groups that depend on public social security. A new format is created for public policies in which the central assumption is to make public Social Security unfeasible, ensuring space for the market. Thus, Social Security is transmuted to another space of profitability of capital; it is worth mentioning the Constitutional Amendment (CE) 93/2016 that increases from 20% to 30% (up to 2023) the Untying of Federal Revenue (UFR), meaning an increase in deviation of resources to pay the primary surplus; and the CE 95/2016, which created a New Tax Regime, aiming at limiting primary expenditure for a period of 20 years from 2017. In addition, we see a criminalization of social demonstrations and an intensification of class struggle. This context poses the challenge of understanding concrete reality, being supported by critical theory as opposed to ideals of neoliberal theorists.</p>



Poster Presentation

Registration ID	24766
Co-authors	de Souza Silva Salyanna, Andréia Ferraz Silva Jeane, Monteiro Dalton Andréa
Region/Country	Italy
Axis	5
Topic	Social Work and Vocational Training in the State of Espírito Santo: 50 years of history.
Abstract	<p>The ongoing research, funded by the Espírito Santo Research and Innovation Support Foundation (FAPES), aims to: understand the socio-historical path of the Social Work course at the Federal University of Espírito Santo (UFES) in the construction and insertion of social workers in occupational spaces having as reference the fields of action in the area of social security; and to analyze the relation of the own fields with the movements of professional renewal in Brazil and of rupture with the “Traditional” Social Work. It is divided into: bibliographic and documentary survey; organization and analysis of data and preparation of the final report. It is currently in the bibliographic and documentary survey phase. In our first observations we noted that Social Work in Espírito Santo emerged in the 1950s, when the state assumed the role of ideal collective capitalist, interfering with the process of social regulation. According to Visa (1981), from 1950 to 1957 there was the period of expansion of Social Work: the foundation of the Technical School of Social Work - 1951/1953; the Social Work Course - 1952/1954 and the Social Workers Training Course - 1957, as well as the creation of the pioneer fields of Social Work (Brazilian Legion of Social Assistance; among others). In consonance with Rosa (2009), from 1969-1970 there was a growth of almost 84% in the number of professionals. In 1970 the Social Work Course was created at UFES, with a minimum duration of 2,500 hours, in 1974 it had 80 vacancies. In the 1980s, a curriculum review was carried out following the discussions of the profession in the country, approaching the movement of “intention to break” with the “traditional” Social Service. The Social Work enters the years 1990 and 2000 with a solid legitimacy before the society, but with many challenges to be faced.</p>
Bio	Departamento de Serviço Social, Universidade Federal do Espírito Santo, Vitória



Oral Presentation

Registration ID	25477
Co-authors	Castañeda Díaz Maria del Socorro, Román Reyes Rosa Patricia
Region/Country	Mexico
Axis	1
Topic	Virtual transnationalism or how to break down borders: use of ICT in migration contexts.
Abstract	<p>The continuity of social networks among migrants has been a constant necessity in the migratory phenomenon. The permanent relationship, despite the time and distance between those who leave and those who remain, has allowed the inception of the transnational community, which is based on constant and permanent exchanges of information and communication, that today more than ever before, are directly related to the appropriation of Information and Communication Technologies (ICT). The current use of ICT suggests that the borders of nation-states have been torn down. The appropriation of technology turns the devices into tools not only available, but necessary, that are used as authentic emotional prostheses that cover the psychological and emotional aspect that represents the absence, but they are also used to make practical arrangements (familiar and economic, for example) across physical boundaries. Thus, we can talk about a kind of “virtual transnationalism” which, given the current conditions of migration, ‘mocks’ the formally established limits, which prevent physical presence and allow even greater circularity, because they maintain daily connections across national borders. This paper presents some advances in the research called “Technological appropriation in adults from rural contexts: the transnational community in Acambay, State of Mexico”, the aim of which is to understand how ICT are a possibility to live transnationalism despite the barriers that are presented, especially in cases where irregular migration could mean a rupture between expelling and receiving populations.</p>



Oral Presentation	
Registration ID	25715
Given Name	Barbara
Family Name	Casula
Region/Country	Italy
Axis	2
Topic	Social Workers in Corporate/Enterprise Welfare
Abstract	<p>After the great expansion of the welfare state in European countries, began the period that Paul Pierson (2001) called “permanent austerity”, characterized by profound cultural, demographic and economic changes, which fragment society and generate new social risks.</p> <p>The term “Secondo Welfare” was used for the first time in Italy by Dario di Vico, to indicate all “Bottom up” actions, from civil society, to answer people’s social needs and risks.</p> <p>In Italy, the founding law of Integrated System for social Interventions and Services, was passed in 2000. Integrated system is characterized by the welfare mix and the private participation in “welfare”.</p> <p>Whereas in Italy “second welfare” seems like a revolution, in United Kingdom, Canada, Australia, USA the First Welfare has always maintained limited size and a propensity to intertwine with the private market.</p> <p>As part of the Secondo Welfare, the Corporate Welfare has spread, in which companies also offer welfare to employees (Titmuss,1958 - Greve, 2007).</p> <p>Second Welfare aim is not to replace the welfare state, but Second Welfare integrates public and private services, looking for a “virtuous interlocking” (Ferrera,2005) which is also achieved through tax policies, when they provide for regulate relief and encourage the provision of welfare goods and services, by the employer, against the more traditional salary increase.</p> <p>In Corporate Welfare, social workers offers the company a expertise historically reserved for public services: planning and managing Welfare Company co-building processes.</p> <p>Corporate welfare is a challenge for the states and social workers towards Sustainable Development Goals, because at the same time, it ensures the State read its territory by a qualified portion of the population, and at the same time, is an opportunity for States and Companies, to build together responses for their own population of workers and citizens.</p>
Bio	<p>I'm Social Worker. From 2017 I Teach "Methods and techniques" and internship in Degree Course in Social Work –University of Sassari and I'm a member of the Sardinian Social worker Council. From 2020 I'm a Ph. D. Student t in Learning and Innovation in Social and Work Contexts - University of Siena.</p>



Oral Presentation

Registration ID	25638
Given Name	Veronica
Family Name	Maria do Nascimento Moura
Region/Country	Brazil
Axis	3
Topic	Contemporary Challenges: the regression of the rights of the elderly
Abstract	<p>This study is the result of research conducted in Social Gerontology discipline of the Federal University of Pernambuco. This is a bibliographical study and aims to contribute to the production of knowledge within the Social Service, bringing the reflection on the contradictions that permeate, in the capitalist society, with cuts in social investments and their consequences for the elderly population that depends on public policies to live with dignity. It aims to present contemporary challenges for the implementation of social policy in the face of neoliberal attacks in favor of the privatist project of capital accumulation. The advent of the Federal Constitution of 1988 was a milestone in the expansion of social rights, the elderly were now recognized as subjects of law: the social security conquest was one of the most relevant events guaranteed in the Brazilian Constitution, however, it is selective because it is contributory, excluding mainly from this benefit, the population who worked throughout their lives in informality. In addition, the social protection system has been precarious since its promulgation: the State transfers funds from the public fund to the financial market, through the payment of public debt resulting in the precariousness of public policies, thus contributing to the increase of social inequality. Given this context, it is important to emphasize the importance of Social Service being articulated with social movements seeking to know how the ruling class formulates its strategies of domination so that we can face them. If the Brazilian Constitution ensured social policies and an Elderly Statute (2003) to guarantee a quality life in old age, today the State, in articulation with the market, reduces rights and benefits to the elderly. In this way, only collective struggle will be able to overcome inequalities and disassemble the right-wing plan to maintain its hegemony worldwide.</p>
Bio	<p>Student of the Social Service course at the Federal University of Pernambuco. Member of the Ethics Study and Research Group. Member of the IASSW / AIETS Global Agenda 2020-2030 Discussion Forum.</p>



Oral Presentation	
Registration ID	25865
Given Name	Maddalena Floriana
Family Name	Grassi
Region/Country	Italy
Axis	3
Topic	Ethnography of a relationship between social street workers and homeless people in southern Italy
Abstract	<p>Exploring the relationship between homeless people and social street workers in Bari (Apulia, Italy) is the main objective of the ongoing PhD research project (2018-2020) which the contribution refers to. Globalisation, neoliberalism and individualisation affected social work and extreme poverty, and the idea of their relationship itself. It exists since the welfare state idea was born and it can be defined as structural, in terms of persistent model between social positions, because it represents a power asymmetrical relationship. According to the theory of gift, the inequality of positions is a necessary condition to realise the exchange; however, what makes inequality is the absence of reciprocity. The relative- relational approach to the study of poverty considers its symbolic-interactional element as the determining dimension: the definition of the poor depends on the social and cultural context of reference and, consequently, it changes as stated in the policies and the social workers' views. The research aims to explore this relationship looking at the organisation and the places where this relationship takes shape, at the stories of actors who take part in it, at their experience of relations and at the meaning they attribute to them. The main questions regard how policies are implemented at the street level, how the actors perceive and describe themselves and their relationship, if there is reciprocity and how it influences their life and the construction of the knowledge around the social work and the homelessness topic. A mixed-methods approach is adopted to combine urban and organisational ethnography and the study of nets. The subjects involved are voluntary and professional social street workers, homeless people and inhabitants of Bari. Ethnography began on February 2019 and it will finish in January 2020. It integrates four kinds of tools: participant observations of five low threshold services, ethnographic interviews and oral histories, focus groups.</p>
Bio	<p>Social worker and PhD candidate in Sociology at the University of Bari Aldo Moro, Maddalena Floriana Grassi works on homelessness, poverty, methodology and organization of social work, using mainly qualitative methods, such as ethnography and Participatory Action Research (PAR).</p>



Oral Presentation	
Registration ID	23010
Given Name	Daniele Beatriz
Family Name	Manfrini
Region/Country	Brazil
Axis	4
Topic	"Somos Todxs Adelir": Start from Oneself and Political Action against Obstetric Violence in Florianópolis
Abstract	<p>This article presents a resserch about collective organization of brasilian women who participated in the national Somos Todxs Adelir march against obstetric violence, in 2014, in Florianópolis (Public Ministry) through the narrative of these women about their experiences. The trajectories of women Their insertion in this political act has two main causes: some were victims of obstetric violence while others had satisfactory childbirth experiences. Some factors for the contemporary rise of this subject include the use of the term “obstetric violence” in legislation from Latin American countries and also in Brazilian proposed laws, the larger visibility of the subject in the mainstream media, and the subject’s appearance in artistic and normative productions. The arguments presented in this research aim at recognizing obstetric violence as a gender-based violence and to appreciate the women’s narrative on their experiences and their engagement trajectories in discussion and political activism against obstetric violence. Despite the biomedical and technological advances that save lives by intervention and surgical procedures, there is a control of the feminine body by medicalization and observation of physiological processes under a pathologic point of view. The methodological basis is the feminist epistemologies, the feminist qualitative research and the proposition of a new interdisciplinary vision that embraces subjectivities and intersectionalities of gender, race, ethnicity, and culture, integrating cathegories of incarnate research, ‘start from oneself’ and experience. After, I situate the interviewed women in light of their narratives and life trajectories referring to aspects of maternity. Integrating them to theoretical aspects. The transversal aspects in their trajectories are the professional and friendship issues, the identification with the feminisms and empowerment trajectories.</p>



Oral Presentation	
Registration ID	24873
Co-authors	DE LUCA Antonella, GALLIONE Stefania, BIANCOTTO Luigi, PERAZZO Sergio, PIO Vincenzo, RAINO Massimo
Region/Country	Italy
Axis	4
Topic	The role of citizens/consumers in the education of future social workers
Abstract	<p>Can citizens/consumers, on the basis of their experience with social workers and social and health services, educate students attending a Social Services first level degree? This question is at the centre of an innovative experience in Italy and involves a change of approach towards the university education of future social workers, especially in difficult times for welfare such as today.</p> <p>In the light of an international collaboration between North-West, Italian and UK university professors, the “DiversaMente Esperti” group was created, with the purpose of improving the education of social workers.</p> <p>DESCRIPTION:</p> <p>The group is comprised of people with various experiences with services – disability, domestic violence, adoption – and is supported by professors, social workers and a tutor. They regularly meet every month to organise activities.</p> <p>Each academic year, the group independently runs three 3-hour seminars for the university students, after having discussed objectives, contents and learning experiences with the professors, in order to bring to light strengths and weaknesses in the relationship between social worker and consumers.</p> <p>EVALUATION:</p> <p>The results are evaluated by students, professors and citizens/consumers through a short anonymous survey consisting of 10 close- and open-ended questions. As of today, more than 500 surveys have been collected.</p> <p>In the light of the positive results, which will be presented in the poster, we believe it is important to keep reflecting on our involvement in the education of future social workers, especially with regards to the connection between theory and practice and the feedback obtained by students, which every year motivates us and improves our skills and competence.</p>
Bio	<p>Antonella De Luca</p> <p>Assistente Sociale , ha lavorato come Collaboratore Professionale Esperto Assistente Sociale presso l’ASL AT di Asti dal 1979 al 2019 - Da molti anni tutor del tirocinio nel Corso di laurea in Servizio sociale presso il Dipartimento di Giurisprudenza e Scienze politiche, Economiche e Sociali, sede di Asti, e facilitatore nel gruppo DiversaMente Esperti dal 2013.</p>



Oral Presentation	
Registration ID	25339
Co-authors	Gui Luigi, Demartis Maria Rosalba, Braida Crisitina
Region/Country	Italy
Axis	4
Topic	Agapic relationships in social work
Abstract	<p>The concept of «agapic action» has been recently proposed in Social Sciences to allow us to recognize individual and social actions that act unconditionally and are characterised by absence of accountability in reciprocity. Further, it provides a framework to give meaning to «disinterested» actions which exceed the formal constraints and methodological rigour of the professionals operating in welfare systems. In this study, we asked if this concept could be useful to analyse the professional action in social services.</p> <p>We present the first results of an exploratory research carried out through semi-structured interviews and focus groups. The interviews were administered to social workers and to users of social services from five different Italian regions, to detect traces of agapic action in the aid relationship. The focus groups involved social workers and users of social services from Italy, Japan and U.S.. We evaluated the dimensions of the agapic action, the characteristics of action, relationship and interaction, the possible types of excess, expectations, benefits, renunciations or deprivations, the antecedents and the effects of such action.</p> <p>Through the filter-concept of agapic action it was possible to identify more clearly some of the factors that lead social workers and their users to consider a relationship successful. Specifically, we analysed: what preceded the establishment of the aid relationship, intensity and duration of the relationship, freedom from calculation in expectations, reproducibility without standardization, availability at the risk of pain and failure, perseverance, attitude of discovery, exploration of new possibilities.</p> <p>Our research revealed that using the concept of agapic action enables us to estimate the difference between «effectiveness of the intervention» and the perception of «success of the relationship». Moreover, it offers new opportunities to reflect on what social workers and users feel to be good for them, and how they can help each other through good relationships.</p>



Oral Presentation	
Registration ID	25386
Co-authors	Pasqualotto Luciano, Lascioli Angelo
Region/Country	Italy
Axis	4
Topic	ICF-based functioning profile in social work: an experimentation with elderly person, minors, people with disabilities, mental disorders or addictions
Abstract	<p>The International Classification of Functioning, Disability and Health (ICF) is used worldwide to describe the condition of very different people. A research promoted by the Department of Human Sciences of the University of Verona, which involved dozens of social workers, educators and health workers, has developed an ICF application that allows the generation of a functioning profile thanks to which it is possible highlight needs and potentials of the person, as well as analyze the social support network. Among the tools, all open access, there is also the involvement of the social services user through a self-assessment of his functioning. Currently, the experimentation has involved elderly person, minors, people with disabilities, mental disorders or addictions.</p> <p>The ICF-based Functioning Profile is required by the Italian laws for the definition of the individual project for people with disabilities (Law No. 328/2000, Article 14 as amended by Legislative Decree No. 66/2017). Also the Guide Lines for Rehabilitation, approved by the State-Regions Conference on 10/02/2011, adopts the ICF given that it has “unifying language to know the complexity of health conditions and build a profile of functioning [...]. Its three fundamental elements [...] give the possibility to summarize the bio-pathological aspects with the individual, relational and environmental ones. The ICF has the capabilities to guide the multidimensional assessment of the Person and the definition of the outcomes to achieve through the Rehabilitation Project and its interventions”.</p> <p>In the Italian experimentation, the Functioning Profile also allows an assessment of the outcomes through particular indicators, according to an evidence-based approach to social work.</p>



Oral Presentation	
Registration ID	25719
Co-authors	Tilli Cristina, Albiero Cleci Elisa
Region/Country	Italy
Axis	4
Topic	Activation between individual responsibility and capabilities promotion. The alternatives in the professional action of social workers engaged in fighting poverty
Abstract	<p>Over the last three decades, the European countries oriented their policies against poverty towards neoliberalism, and the main element of this new way of thinking was the shift from an approach based on passive measures to one based on active measures. In this passage, the notion of “activation” was used to attribute to the individual in poverty the main responsibility in resolving his/her problems. Previously, social work used people’s activation like a way of giving people rights and promote their abilities. Even if both meanings of activation are focused on the individual, they are very different. In the first, the individual has the entire responsibility for his own condition, and activation it’s like an "ability test", with the public institution offering a possibility and then looking at what happens. In the second, the individual is supported by the public institution in gaining self-awareness and control over his/her choices and decisions. In the current framework, with a pervasive neoliberalism way of thinking, it’s important to understand if social workers are aware of this difference. The communication discusses this issue in the light of the findings of a qualitative research on social workers of the Municipality of Rome that support people in fighting poverty, on the basis of the conceptualization of two ideal typologies of activation: the neoliberal activation, and the empowering one.</p>
Bio	Doctor Cristina Tilli, Social Work PhD. She worked in public social and health services in Rome for about 30 years, currently is SW researcher and adjunct professor in Roma Tre University.



Oral Presentation	
Registration ID	25730
Co-authors	Segatto Barbara, Dal Ben Anna
Region/Country	Italy
Axis	4
Topic	Factors affecting Decisions of the Italian Social Worker in Child Protection Area: a qualitative study
Abstract	<p>Services dedicated to child protection are among the most complex and difficult to manage for the Public Authorities and social workers involved. Intervention measures for the protection of minors and support for their families are burdened by undeniable problems, due to both the obvious complexity of the issues dealt with, and lack of available resources. The social workers operating in these contexts, in accordance with the national and regional laws in the child protection area, are endowed with a wide margin of discretion, allowing them to respond to the specific circumstances of each individual minor and family. However, this also results in a lack of clear, shared procedures for the choice of the most appropriate measures to be taken for the welfare of minors that risk to create big discrepancy and inequality between territory and territory, even when very close. The aim of the present study was to identify similarities and differences in the factors that influence these decisions on minors and their families, through comparison between professionals, using the focus group technique. The study involved 22 social workers, all working in child protection services in 3 large local councils in the North-East of Italy. The results highlight some common values but a lack of shared practices, with a marked displacement of decision making onto individuals rather than institutions, and an approach that is largely experience- based and intuitive rather than scientific and analytic.</p>



Oral Presentation	
Registration ID	25794
Given Name	Daniela
Family Name	Antonini
Region/Country	Italy
Axis	4
Topic	FACCIAMOCI RETE: Build processes to help people improve their communities
Abstract	<p>FACCIAMOCI RETE is a community work project born 9 years ago that involves voluntary associations, sports, school, municipality, traders, and anyone who deals with child education. The initial aim was to activate territorial resources to promote a common area of reflection and planning to create an educating community. In reality, the project was then extended to all sections of the population, creating strategies for coping with various problems in the area that are transversal to each age or to each criticality / well-being. The project relies on improving the quality of relationships.</p> <p>The guiding group chooses a theme: violence against women, love speech, bullying. For each theme the whole community (children, adults, elderly, young people) re-elaborates its annual activities planning initiatives and interventions aimed at encouraging participation. Compared to the issue of bullying, traders who set up their shop windows in blue were also involved, sports associations spread the message to their affiliates, territorial bars to host the various activities proposed with an awareness-raising method also based on the visual contamination of the territory, young people to organize events, children for the information campaign. The bully boxes (blue mail boxes) for bullying were disseminated in the territory. The creation of ties comes from the numerous opportunities for structured and participated meetings such as summer cinema, laboratories (with lawyers, psychologists). These occasions have also allowed for a strengthening of interpersonal bonds and a greater level of cooperation between all participants. A creative energy was generated that led community members to propose initiatives that were heard by the group. The final benefit for the social service was the activation of resources available to support situations in charge of the service</p>
Bio	<p>ASSISTENTE SOCIALE, FORMTRICE, SUPERVISORE, Giudice esperto presso Tribunale di Sorveglianza, Responsabile area servizi sociali e politiche giovanili</p> <p>Social worker, trainer, supervisor, Expert Judge at supervisory court, Head of social services and youth policies</p>



Oral Presentation	
Registration ID	25863
Given Name	Angela Monica
Family Name	Carera
Region/Country	Italy
Axis	4
Topic	The in-visible contribution of social services to Zingonia regeneration
Abstract	<p>Zingonia, a new city, has been planned and realized in the Sixties in the outskirts of the Milano, Bergamo and Brescia. The aim of the founder, Zingone, was to offer to families an high quality of life by blending the benefits of big cities with the amenities of the countryside.</p> <p>But Zingonia did not take off: it was spread across different municipalities , and each municipality was not interested in developing it. Moreover the recent economic crisis exacerbated the city and social degradation. Consequently Zingonia became the destination of immigrant people, who had economic and social issues and were easy target of criminal organizations. A NON-PLACE.</p> <p>News stories and tragic events, mainly linked to criminal organizations, put Zingonia on the spotlight of local politics. Thus public and private resources started a process of urban and social renewal, which is still ongoing today. Although never mentioned in the news reports, social services played and are playing a key role in this renewal process:</p> <p>They are protecting human rights (equality, diversities,...),</p> <p>They contributed to the renewal process by bringing organization, technical and analytical skills.</p> <p>They have been the scientific reference of urban renewal processes,</p> <p>They placed the people living in Zingonia at the center of renewal process, and empowered them.</p> <p>They pushed local administrations to find agreements and overcome a vision centered on a single municipality. This work describes the role played by social services in Zingonia renewal.</p>
Bio	Department of social service, municipality of monza (italy) and department of sociology and social research, degree of social service, university of milano bicocca



Oral Presentation

Registration ID	25870
Co-authors	Albano Giulia, Riggio Cristina
Region/Country	Italy
Axis	4
Topic	About a social front office: From V.U.C.A. (Volatility, Uncertainty, Complexity and Ambiguity) to V.U.C.A. 2.0 (Vision, Understanding, Courage and Adaptability.)
Abstract	<p>Nella nostra società V.U.C.A. tutti possono incontrare nella loro vita difficoltà che richiedono assistenza, orientamento e sostegno; l'esposizione al rischio di povertà e di esclusione sociale coinvolge tutti i cittadini che si trovano, sempre più di frequente ed improvvisamente ad affrontare passaggi complessi della propria esistenza. Nella città in cui si realizza il progetto, sono stati aperti negli ultimi dieci anni spazi comuni, laboratori socioculturali in cui si incrociano attività e persone, si esprimono vissuti e desideri collettivi, che generano esperienze di partecipazione, coinvolgimento ed auto-organizzazione. Lì è stata avviata la sperimentazione dello sportello di orientamento sociale: un servizio per cittadini e risorse del territorio, realizzato da due assistenti sociali libero professioniste che incontrano i beneficiari sia in un luogo riservato all'attività e adatto alla privacy, ma anche presso lo spazio maggiormente condiviso/pubblico del luogo (bar, ristorante, ingresso). Storia, deontologia, metodi, tecniche, principi e fondamenti del Servizio Sociale ci legittimano ad argomentare l'importanza della scelta di essere presenti in questi luoghi e nella conduzione dello sportello. Abbiamo scelto di impegnarci per rinnovare le funzioni del Servizio Sociale professionale, ritornando al passato, al community work, ma con nuovi metodi ed i seguenti obiettivi: promuovere il benessere, offrire soluzioni concrete al tema dell'accesso ai servizi e porre le basi per un welfare di comunità, contribuendo al contempo ad avvicinare e promuovere la figura dell'assistente sociale. In due anni di attività è emerso che tra le cause del disagio e della fragilità non vi è solo la povertà materiale, ma quella delle relazioni umane; essere nella comunità permette di intercettare e promuovere relazioni comunitarie e legami sociali, valorizzare processi di integrazione sociale che riguardano tutti i cittadini, diventano concretamente operatori generativi, che fanno spazio, abilitano e che si imbrattano le mani nell'incontro con l'altro per costruire cambiamento.</p>
Bio	<p>Albano Giulia - Assistente Sociale, Formatrice, Life Coach, Felicitatrice del Sente-Mente® Modello e Cercatrice di Poesie Nascoste (metodo Caviardage®)</p> <p>Cristina Riggio - Assistente Sociale, Albo Regionale del Piemonte- N. matricola: 2446 B Life & Family Coach, modello umanistico integrato Professionista ex l. 4/2013, associata A.I.C.P.Coaching Club Piemonte - Ass.ne prof.le elenco MISE. ex l. 4/2013 - Facilitatrice Certificata di materiali e metodologie LEGO® SERIOUS PLAY® Cercatrice di Poesie Nascoste - Metodo Caviardage®-</p>



Oral Presentation	
Registration ID	25871
Given Name	Giuseppina
Family Name	Boeddu
Region/Country	Italy
Axis	4
Topic	Common relations in inclusives activities for convicts and accused
Abstract	<p>The paper which I want to introduce is about social work activity based on the case of adults alternatives measures, in which I'll talk about convicts and accused's reals experiences and specific metodology structured on penal execution environment, where the relationship between penal context and community context is essential.</p> <p>The penal execution system in Italy is the product of an evolution that starts with a remunerative sketch out of punishment and ends with a punishment whitch wants to ri-educate. This new planning, that already has to grow up as a penal culture, create an important connection between the "reo" and the community, convey the intention of remedy at that social sprain that born because of the violation. In others words, the community became herself the favourite theatre of penal execution, in which punishments, meisures (even probation) and sanctions have to be actualized thanks to a clear dialogue with the particular attention for: the person, the system (penal/probation), the community, the victim.</p> <p>The punishment, so, previously was direct and based on "reo", but now it focus about "reo" and take care of community and victim, embracing both not just in reference to a remedy activity definition, but also in revision step (that is fundamental for a person to permitt her/him to be aware about her/his own crime).</p> <p>But now it's clear and appurated that the partecipation of community is essential for convincts's inclusion ad rescue, and the role of social work is to make it happens.</p>
Bio	DUMAS - UNIVERSITA STUDI SASSARI



Oral Presentation

Registration ID	26386
Given Name	Anna
Family Name	Scarnera
Region/Country	Italy
Axis	4
Topic	Children's rights in hospital
Abstract	<p>Every child deserves to have respect and attention while in Hospital and social workers who work in team with other healthcare professionals can help families to have any information about children's rights.</p> <p>The role of pediatric social workers implies supporting patient's social conditions.</p> <p>In many cases families don't ask for help but during the team briefing a social work can understand how is the best way to speak with the parents of children with illness or injuries. Hospital staff and parents have a special duty of care to children and a legal responsibility to protect the child's rights, interests and wishes. Most of all a child in hospital can expect to be involved and listened to.</p> <p>For instance a child victim of domestic violence in hospital can feel ready to tell someone what is happening. If women speak about violence before their children leave the hospital social workers offer them a safer place and every information to report violence to police. Children have the right to be protected from all forms of physical or mental violence, intentional injury, abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.</p> <p>Another important right is about instruction during periods of hospitalization or rehabilitation. If a child is not able to attend school after leaving hospital, teaching support can continue through home visits with a medical certificate. Parents of ill children also have needs. Sometimes parents have difficulty coping with their child's illness and have been diagnosed with signs of posttraumatic stress disorder.</p> <p>Before children go home from hospital, interdisciplinary team ensures continuity of care in order to support children but also their parents. Family-centered care is a new way hospitals provide patient care.</p>
Bio	Pediatric Social Worker, Maggiore Hospital-Bologna (Italy)



Oral Presentation	
Registration ID	26494
Given Name	Anna
Family Name	Aluffi Pentini
Region/Country	Italy
Axis	4
Topic	Spiritualità e solidarietà? Dilemmi vecchi e nuovi per il lavoro sociale. Studio di un caso di una piccola organizzazione non profit
Abstract	<p>The spiritual dimension of social service, in particular of socio-educational work, presents enormous potential and often contradictory aspects in the intercontinental twinning projects of small non-profit organizations of Christian inspiration. Solidarity and spirituality are the pillars of experiences of extraordinary proximity. They “educate” many volunteers to a new vision of economic disparities and possible bridges to be built in the most desperate places in the world. Here is presented a work of evaluation of the more than ten-year experience of a Roman non-profit organization engaged in socio-educational work in the suburbs of Nairobi. Questionnaires were administered to the volunteers who left in the last ten years and in-depth interviews were conducted with the initiators of the project. The research offers some answers to the following questions: What is the meaning of this experience for the volunteers who leave and more specifically how the personal meaning of social work experience is reconciled with the global dimension of the fight against inequalities and discrimination. What elements are essential and must be integrated into the organization of travel experience so as not to fall back on a paternalistic logic that makes solidarity a self-acquittal of the privileged world. How the new ecological awareness of sustainability is integrated with solidarity travel that moves many people for thousands of kilometers and for short periods. And finally, how “dialogic proximity” becomes empowerment in the meetings between volunteers and indigenous peoples.</p> <p>However the spiritual dimension of social work remains tied to a personal component that concerns individuals and communities with characteristics that can never be determined in univocal ways.</p>
Bio	Dipartimento Scienze della Formazione, Università Roma Tre, Roma, Italy



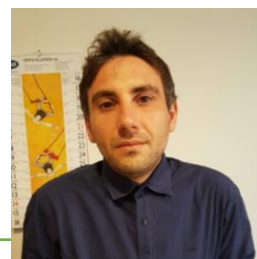
Oral Presentation	
Registration ID	22257
Given Name	Mariangela
Family Name	D'Ambrosio
Region/Country	Italy
Axis	5
Topic	Emotional Deviance: A New Sociological Perspective To Understand And To Prevent Criminal Behavior
Abstract	<p>Emotions are one of the essential elements on which social relations are based. Who has “the ability to feel emotions and who is aware of doing it” (Hochschild, 2006, p.74), is called “I Sentient” in a synthesis between emotion and reason.</p> <p>The sentience is the ability to experience sensations and to combine them with the social environment. It is “(...) the sentient feel emotions, but also the many cultural codes through which it takes place” (Hochschild, 2006, p. 24). Different social environments can influence emotions that don’t change in substance but they can differ according to the influence of social structure. Interactions between individuals are often considered a question of emotional work that all social actors practice on a daily basis.</p> <p>The ideological position, is challenged by the social subject through the proposal of alternative response frameworks (Hochschild, 2013, p.70); individual practices inappropriate behaviors inclinations, sometimes that can “deviate” from the emotional social norm prescribed by the context. It can emerge an “emotional deviance” because feeling’s rules can produce conflicts, contradictions, fears linked to the apparatus of de-conventionalized rules: in other words, the social actor may not be able to conform himself and his behavior to the social emotional rules and vice versa. This dissonant process, occurs within the social context (which it is also cultural, created by exogenous variables) where all rules are prescribed: individual can’t feel well with others when the emotional socialization takes place, in reality or in a virtual environment (Iagulli, 2011, p. 75) because he feels inside others emotions. According to Thoits, Emotional Deviance is “the experience or the expression of emotions that differ, qualitatively or quantitatively, from what individual would expect to observe in certain situations” (Thoits, 2011, p. 75).</p>
Bio	Social Worker and Contract Lecturer



Oral Presentation	
Registration ID	25122
Given Name	Andrea
Family Name	Mirri
Region/Country	Italy
Axis	5
Topic	Emergency social work. A new specific disciplinary and professional field of social work
Abstract	<p>Facing at the growing emergence of urgent social problems, and an increasing number of unexpected and unpredictable situations for everyday life emergencies concerned various types of people (so-called, 'personal and family emergencies') , it is necessary that Social Work responds promptly, without delay the answer.</p> <p>So, to be a Social Work protagonist of the new welfare, it is essential to develop a reflection on the Emergency Social Work, configured as a new specific disciplinary and professional field. It has to outline own theoretical-methodological coordinates and determine organizational-functional parameters of 'pronto intervento sociale'. This area of investigation and study needs its own method, analytical and theoretical patency and well-defined process. The method and the process have to be planned on orderly operative steps also thanks to the contribution of other disciplines, such as "sociology of disasters", "emergency psychology" and "emergency medicine". The new subjects that Emergency Social Work introduces (as the conceptual distinction between aid and rescue, the typical nature of the rescue, the 'hard' emotional climate in emergencies, time and setting, and the rescue process centered on the problem that has to be solved) suggest a cultural systemization that must involve University for a progressive recognition of this new specific area of Social work.</p> <p>It is necessary to train a Social Work that wants and knows how to 'get out' of the system that we can define as 'doppia cappa', in which social workers can work indiscriminately in both regimes, ordinary and of emergency. They have to know instead how recognize an emergency situation and how to distinguish it from an ordinary situation. Emergency Social Work has to be able to direct the "request for help" into the organizational sphere of a 'pronto intervento sociale' not more understood as social intervention/measure, but as a specific and specialized service and system.</p>
Bio	Health Unit "Toscana Centro"



Oral Presentation	
Registration ID	25239
Given Name	Sabrina
Family Name	Sinigaglia
Region/Country	France
Axis	5
Topic	Enhancement of practices to support autistic children in France through ongoing assessment
Abstract	<p>Presentation of the outcomes of a research focused on the value of ongoing assessment of practices to support autistic children in France.</p> <p>The ongoing assessments of support have been analysed to confirm if they can positively contribute to the formalisation through collective reflection.</p> <p>Making reference to Pierre Bourdieu's concept of "field", autism is considered as a strained social field crossing political, economic, intellectual and scientific fields. Political actors, practitioners in medical and psychoanalytic domains, behavioural experts, researchers in cognitive neurosciences, family associations struggle to keep or acquire a legitimate position in this field. In the debate around «good support practices», social-workers and teachers are often marginalized and their voice underrepresented in public fora.</p> <p>In this context a case study of four establishments hosting autistic children was carried out to assess whether and how ongoing assessment focusing on the enhancement of quality of support practices occurs. Key concepts of "support", "assessment" and "participation" were considered. Henri-Jacques Stiker's "interstitial model" on support and Sherry Arnstein's "ladder of citizen participation" were used to select the parameters to compare the support and assessment practices. Thus, this research has shown that an initial effort on common understanding of key concepts is essential to the development of a common language among practitioners. The adoption of an integrative approach supported by managers promotes the development of a positive attitude toward ongoing assessments and common methodologies on how to constantly record, reflect and adopt good support practices. However, the full application of interstitial support is possible if the autistic people and their families play an active role in the support process and its ongoing assessment. Following the research's evidences the main recommendation to improve the quality and the impact of methodologies to support autistic children is the promotion of human relationships.</p>
Bio	Master 2 Sciences humaines et sociales Intervention et développement social Parcours Recherche en travail social, Conservatoire national des arts et métiers, Paris/Diplôme d'État d'Ingénierie Sociale, IRTS Paris Île-de-France et IRIS Asnières sur Seine



Oral Presentation	
Registration ID	25443
Co-authors	Bruzzi Cerasolo Antonio, Salis Giuseppe, Piga Maria Lucia
Region/Country	Italy
Axis	5
Topic	Integrated accommodation paths for Italian and foreign people (inside and beyond the SPRAR)
Abstract	<p>This project stems from the need to give concrete answers to the various issues concerning the lack of social capital that characterize the path of the weakest segments of Italian or foreign citizens.</p> <p>The project, taking as a reference point the Sprar system in Italy, wants to go beyond its limits by extending the action in its educational dimensions of coaching and welcoming not only to foreign people but also to Italian ones.</p> <p>It's a material accommodation in the apartment where a person can experience the independence and an accommodation in the form of a social secretariat where the conditions consent it. The numbers of people accepted or followed should be no more than 25 at the same time. The reception could last at least eight months and foresee a range of age of the people followed between 18 and 45 years.</p> <p>Different users for different age groups, presenting different characteristics of multiform poverty (absence of work, home, education, etc.). The analysis and the consequent line of intervention will change depending on the person accepted or assisted, whether Italian or foreign, in the cases governed by the law and according to the maturation times of the individual. Expected result of the project is the reconquest of the individual autonomy of the welcomed or assisted beneficiaries, understood as emancipation from the need to receive assistance.</p> <p>Within the path the beneficiaries must not be mere passive actors of interventions prepared in their favor, but active protagonists of their own path of reception and social inclusion.</p> <p>We believe that this project could be very effective, spreading its effectiveness in different directions: not only accommodation and inclusion, but even welfare and an innovative approach to co-housing.</p>
Bio	<p>My interest in sociology and social work started during my university years when I was involved in social research collaborating with the chair of Institutions of Sociology and Theories and Methods of Social Planning.</p> <p>During my undergraduate years I did my National Civil Service as a conscientious objector at the University "La Sapienza" where I began the participant observation of the territory, I developed social research programs. I graduated in Communication Sciences (5 years) and Education and Training Sciences (3 years). My experience has been further developed in Caritas where I have deepened the observation through internships in various locations: in family homes in semi or total autonomy; at the "Casa di Christian" for mothers with children; the home for men only in Fidene; the home for the elderly "Santa Giacinta" the hostel "Don Luigi di Liegro."</p> <p>After graduating I lived in London for a year to improve my English. After returning to Italy, thanks to my previous experiences I was hired by Caritas. I started working with the "Cold Emergency" project. Later I was transferred to the first reception center for Italians and foreigners "Don Luigi di Liegro" (almost 4 years) and then to the "Castiglione" of Ostia (2 years), with various tasks for a wide catchment area. I have participated in various projects and researches and attended training courses of social relevance (including the first census of the homeless in Rome of the Foundation "Debenedetti" of Milan through the coordination of Caritas volunteers and the administration of questionnaires on the street as a referent of the night service itinerant).</p> <p>Currently and for four and a half years I have been coordinating the SAI Project in Alghero (reception and integration system) for political refugees.</p>



Oral Presentation	
Registration ID	25444
Co-authors	Accorinti Marco, Buralassi Marco
Region/Country	Italy
Axis	5
Topic	The field instruction practices in the Italian universities: experience of Roma Tre
Abstract	<p>The field instruction is a specific trait in the training of social workers and it is a part of didactic programs of social service schools around the world. In Italy, where the social service schools are in the University, the field instruction is regulated by a law that establishes: a) it is mandatory a certain amount of practice training hours (450 for the bachelor, 250 for the master degree) and b. the practice training must be carried out at the organizations that produce social services. This very limited set of common rules makes it possible that each degree course builds its own practice training model, identifying autonomously: i) the most appropriate disciplines for preparation, monitoring and evaluation the field instruction; ii) its organization in the field; iii) who are the supervisors of the activities.</p> <p>The degree course in social work of the University of Roma Tre has developed its own model of practice training. The paper wants: i. describe the organizational model in use; ii. present the results of a research on the students who have completed the practice training; iii. illustrate the solution that has been adopted to coordinate and give continuity to the practice training carried out in the bachelor and those carried out in the master degree.</p>
Bio	Università degli Studi Roma Tre



Oral Presentation	
Registration ID	25448
Co-authors	Vendemia Giovanna, Bertinelli Lorenzo, Oliva Angela, Grifone Nicole Brenda
Region/Country	Italy
Axis	5
Topic	A new approach for assessment and relationships creation in social work
Abstract	<p>One of the basic tools of the social interview is Carl Rogers' empathic interview through which placing oneself in a state of closeness and welcoming listening with the client, and therefore build a relationship of help based on collaboration and mutual trust. What is often highlighted in the daily management of field reports, however, is very different; no matter how empathic listening techniques are applied, or where reception resources are used, clients may seem avoidant, manipulative, or can trigger aggressive behavior, both verbally and physically.</p> <p>Schema therapy (Young, 2003), among third-generation cognitive-behavioral therapies, is one of the most interesting, both from a clinical and methodological point of view; in previous works the Authors have highlighted the possibility of using the theoretical construct of the Schema therapy (ST) as a tool to build relationships with clients and guide the helping interviews. The ST describes the presence in the individual of different Modes, active parts of the Self that interact with the external world; recognizing the Mode of a client, and therefore whether a constructive and functional modality or an aggressive or avoidant modality is active, is a necessary condition to be able to build a truly effective empathy relationship. Also for this reason, the Authors of the ST (Young, Arntz, Roediger, ...), differentiate an approach of "accepting empathy", to be used with the Healthy Mode of the client, from an approach called "empathic comparison", which allows the operator to counteract Dysfunctional Modes, seeking the active collaboration of the client himself.</p> <p>In this presentation, we will try to highlight the operational processes underlying the ST and the possible applications in the context of the social interview, with the presentation of case studies.</p>



Oral Presentation	
Registration ID	25562
Given Name	Tiziana
Family Name	Tarsia
Region/Country	Italy
Axis	5
Topic	Participatory research between universities, professional practices and services
Abstract	<p>In the academic year 2018-2019, within the subject of the “Principles and methods of research and social service”, three “co-lecturing” tables have been activated on three areas considered difficult and extreme. These areas are “mental health”, “ forced migration “and” drug addiction”.</p> <p>The research and training activity involved 70 students, 23 professionals (including 15 social workers), researchers and service users. The tools of the questionnaire, the SWOT analysis centered on the process and the briefing in the classroom made it possible to have a feedback in terms of effectiveness and satisfaction of the proposal and of the method used. Furthermore, since July 2019 a mixed research group has been established (university researchers and social workers) which has decided to work on the arousal of tacit knowledge from professional practice. The tools used are focus group, world cafés and professional life stories.</p> <p>The results of the research concern the impact of the use of the training and participatory research methodology (Hilton 2018; Aldridge 2014; Braye, McDonnell 2013) with the students of the Cds in Social Work Sciences and with social workers and the implementation of the transversal knowledge of social workers (Gui, 2018; Frassy et al, 2009) in terms of updating but also of building a permanent “community of practice” (Polany, 2018).</p> <p>Discussion nodes of particular interest are: the tension between the researcher’s power and control and the mixed group and the resulting conflicts; the potential for change linked to the reflexivity processes activated in the research and training group.</p> <p>Some aspects that emerged in the field are: the widening of the gaze on technical-operational issues and inherent to the aid process; the consolidation of the bonds of professional interdependence; the link between university education and the professional community; the re-signification of the alliance between CdS and affiliated institutions for training.</p>
Bio	Tiziana Tarsia, researcher in sociology. She is interested in social workers, tacit knowledge in professional practices, participatory research methods, reception of refugees and social services.



Oral Presentation	
Registration ID	25659
Given Name	Giovanni
Family Name	Cellini
Region/Country	Italy
Axis	5
Topic	Qualitative research in social work: interviewing and reconstructing the professional action
Abstract	<p>Interviews are successfully applied to study the “internal world” and the relationships of professional groups. Social workers and their action are research objects of several studies, carried out in Italy in the last decade. The presentation focuses on the research method of two studies: the first one on social work and social control in the penal welfare system, the second one on professionalism and managerialism in the public social services. The methodological outline is illustrated starting from the research questions and sampling; then data collection techniques are explained. Both studies have been carried out conducting qualitative interviews. The semi-structured interview, in particular, is an effective qualitative research technique to look inside the organization in which the social worker performs his professional role and to bring out the representations of everyday professional action. In the two studies the main topics of the interviews are: social services in the welfare retrenchment, the role of social work in the political transformations, the influence of neoliberal policies on social control and professional action, managerialism and risks of deprofessionalisation. The research results are presented with particular attention to future scenarios for the social work action. In this perspective, one of the most important challenges is the consistency between action and professional ethical values.</p>
Bio	<p>Assegnista di ricerca presso il Dipartimento di Culture, Politiche e Società dell’Università di Torino, dove insegna come professore a contratto del Corso di laurea in servizio sociale. Assistente sociale specialista. Fra i suoi temi di ricerca, oggetto di pubblicazioni, il servizio sociale nel sistema di welfare e nel settore penale penitenziario, le professioni di aiuto di fronte al managerialismo, la metodologia del servizio sociale, la formazione degli assistenti sociali.</p> <p>Research fellow at the Department of Cultures, Politics and Society of the University of Turin, where he teaches as contract professor on the degree course in social work. Specialist social worker. His main research topics are: social work in the welfare system and in the penal penitentiary sector, the helping professions and the managerialism, the social work methodology, the social work education.</p>



Oral Presentation	
Registration ID	25698
Co-authors	Muscatello Giovanna, Capussotti Chiara Grazia
Region/Country	Italy
Axis	5
Topic	The case study laboratory experience
Abstract	<p>Since 2012 the degree course in Social Work at the University of Turin offers different methods and learning techniques for supporting the student approach to the internship experience. Within this vision, the mission of the Case Study Laboratory (CSL) is to help students to connect the Social Work theories with what they observe in the practice learning. Moreover, the CSL has been proved to be an important chance for students: by sharing experiences with other colleagues they feel central in the learning process. The CSL has been led by Social Workers who work at local level and it is organised as follows:</p> <ul style="list-style-type: none"> - each student develops a report by following a model which has been created to highlight methodology, professional deontology, expertise in connecting environmental, institutional and personal drivers, critical analysis of the experience (phase 1); - sharing and socialising the results with the class (phase 2). <p>The organization of the CSL allows the students to:</p> <ul style="list-style-type: none"> - know and compare the best-practices carried out by similar organizations in different contexts; - learn about different approaches and specific planning; - consider how their profession can be carried out from different points of view; - learn new skills and competences either individually either within the group; - learn about technical writing and oral presentation. <p>Furthermore, a simulation of the State Examination is performed by students at the beginning and at the end of the CSL. The final meeting with the class aims to collect students’s feedback about their experience and satisfaction. Learning achievements: within the CSL each student becomes the subject of the learning process, either individually either within the class. They also experience a scientific method of analysis for supporting their professional growth and, at the same time, they prepare themselves for facing the State Examination.</p>
Bio	<p>Muscatello Giovanna - I'm a Social Worker since 2008. Between 2008 and 2019 I worked for the City of Turin and now I'm working for the City of Rivoli. Since 2017 I also cooperate with the University of Turin as teacher of the L.A.C. (social case -studies laboratory).</p>



Oral Presentation	
Registration ID	25896
Given Name	Elisabetta
Family Name	Kolar
Region/Country	Italy
Axis	5
Topic	Social work education: meaningful issues, empty terms or words to revitalize?
Abstract	<p>Depending on the division of labour, the increasing specialization requires a “role-specific knowledge” which can be reached through “secondary socialization” and which includes the acquisition of typical routines as well as theory, professional values and attitudes (Berger, Luckmann, 1966). This process is based on language, which typifies and anonymizes experiences so that they can be objectified and transmitted from generation to generation. This paper focuses on the transmission of role-specific knowledge and it actually aims to highlight the meaningful issues and the ‘damaged’ language (which includes empty terms and words to revitalize) in social work education. The study was carried on between 2016-18 involving professionals and about sixty students at the end of their social work degree. The students were specifically asked to find three meaningful words, three meaningless words and three words which needed to be revitalized. After this individual work, they shared their words in a group discussion. The most relevant findings concern the importance of the so-called one-to-one relationships (also emerged in Italian social work literature - Gui, 2004, Dal Pra, 2010 - and research - Fargion, 2008, Facchini, 2010), a controversial position about professional values (above all regarding social justice) and a weak awareness about the social workers’ political role. According to this perspective, three groups of ‘damaged’ words can be identified: ‘absent’ words (i.e. change, participation), ‘missing’ words (i.e. social justice), ‘not delivered’ words (i.e. antidiscrimination). Comparing these findings to the professionals’ ones, the students’ stronger attention to ‘individual’ welfare clearly emerges. This suggests that to avoid the risk of missing the ‘social’ feature of social work, a powerful attention to link individual and social issues and to enhance the social workers’ political role will be required in social work education.</p>
Bio	Social worker, PhD, Director of Regional Institute for Social Work Studies



Oral Presentation	
Registration ID	25899
Given Name	Laura
Family Name	Pinto
Region/Country	Italy
Axis	5
Topic	The challenge of accompanying people in legal proceedings: Forensic Social Work (FSW) in contact with insecurity
Abstract	<p>The Forensic Social Work, in its various forms, can make the involuntary client speak, as a person “forced” to deal with a “judicial body”, but can also make professionals and future social workers talk of their concerns and training needs.</p> <p>In a historical moment in which the feeling spreads that society is becoming more and more fragmented, risky, uncertain, fluctuating, fueling a contemporary feeling of insecurity that leads to a demand for legalism, we believe we need to study how to prepare for the practice in Forensic Social Work field.</p> <p>During the degree course in Social Work at Eastern Piedmont University (Northern Italy), a laboratory was experimented over the last three years (2017-2019), with the aim of harmonizing juridical methodological skills with experiential apprenticeship learning, focusing on the need to train practitioners to face difficulties of accompanying under-age persons and their families in judicial contexts.</p> <p>The experience highlights 3 areas of attention:</p> <ul style="list-style-type: none"> - the need to deconstruct the idea of Justice as a high and other affair from what runs in the folds of the power of services; - the need to avoid the risk of treating people’s stories in order to “crystallize” them through experts’ evaluations, in dichotomized identity dimensions (skilled / not skilled; healthy / unhealthy; guilty / not guilty); - the need to take care of the reports to the judiciary (written and oral) trying to coproduce process assessments of the paths and not final judgment of suitability. <p>The theming of the FSW in social work education cannot be reduced to the study of the structure of the judiciary and to the knowledge of juridical notions, remaining on the level of learning descriptive contents; but it is essential to promote the launch of skills that inform the way in which operators “navigate” in legal disputes concerning people.</p>
Bio	UNIVERSITA’ CATTOLICA DEL SACRO CUORE DI MILANO



Oral Presentation	
Registration ID	26102
Given Name	Rosita
Family Name	Mazzi
Region/Country	Italy
Axis	5
Topic	Social work and Mindfulness : an experience of training within an Italian social service
Abstract	<p>Only if social workers are good at taking care of their inner-self, they can be effective in helping clients in the right way”. Mindfulness is a simple strategy of self- care:</p> <p>it helps to be aware of emotions and feelings that we face on a daily basis: it helps to manage painful situations.</p> <p>The Mindfulness is also a way to help the clients in their life problems , in which we are called to intervene . Many scientific researches show that the clients who use mindfulness seems more able to use coping skills. .</p>
Bio	Ausl Reggio Emilia



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