



The BUIBRI WP5 Event in Kuopio, Finland
1st-5th April 2019
University of Eastern Finland

**Project name: Building Bridges between Europe and China to Strengthen the
Social Work Profession (BUIBRI)**

Grant Agreement Number: 2017 - 2970 / 001- 001
Project number: 585758-EPP-1-2017-I-FI-EPPKA2-CBHE-JP

INFORMATION

BUIBRI is an Erasmus+ Key Action 2 Capacity Building in the Field of Higher Education project funded by the European Commission. The project team is formed from a collaborative partnership among six universities, three from Europe and three from China. The three European Universities are University of Eastern Finland (UEF), University of Hertfordshire (UH) and Gothenburg University (GU). The three Chinese universities are Fudan University (FU), Sun Yat-sen University (SYSU) and Nanjing Normal University (NNU). Associated partners of the BUIBRI project are China Social Work Association of Academics and China Association for Social Work Education.

The BUIBRI project is addressing the need to develop practice studies in social work education programmes in China. The project aims at strengthening universities' capacity to promote students' skills for research-oriented professional practice. Attention is paid to the roles and needs of social work trainers, supervisors and administration staff.

The project is focusing on improvement of professional expertise in social work through research-oriented education but it will also produce relevant comparison-based knowledge



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about the qualities of social work education in China which the international community of scholars of social work can benefit from. The research and educational interests meet and are interconnected in the project.

PROJECT AIM

The overall aim of the BUIBRI project is to strengthen the Chinese Higher Education's capacity to build relevant relationship between social work education and working life.

PROJECT OBJECTIVES

1. To develop the skills of social work teachers in field education.
2. To develop resources for social work learning and teaching.
3. To promote the recognition of social work as an academic discipline.
4. To develop social work as a research-oriented professional system based on academic education in cooperation with academics and stakeholders

OFFICIAL WEBSITE

www.buibri.com

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WORKSHOP IN KUOPIO 1ST-3RD APRIL 2019

The WP5 Workshop will be held in Kuopio, Finland on the 1st-3rd of April, 2019. The aim of the workshop will be to produce a module “Research-based social work” for faculty and agency supervisors. Its main objective will be to select and produce teaching and study materials for the module. This module will aim at:

- 1) strengthening research-based orientation in practice studies;
- 2) developing students’ readiness for a research-oriented approach to professional practice;
- 3) introducing the philosophy of evidence-based practice to students;
- 4) improving academics’ capability to combine interests of research and practice in teaching.

The leading organization of the Work Package 5 “Applying Research to Practice” is the University of Eastern Finland. The overarching aim of the module “Research-based social work” will be **to develop research-guided development expertise** in social work students through social work practice studies.

ADDRESS:

Original Sokos Hotel Puijonsarvi
Minna Canthin Katu 16
70100, Kuopio
Venue: **Minna-Ulrika Meeting Room**



The Agenda for the BUIBRI WP5 Event

Kuopio 1st-5th April 2019

University of Eastern Finland, Finland

Project number: 585758-EPP-1-2017-I-FI-EPPKA2-CBHE-JP

Project name: Building Bridges between Europe and China to Strengthen the Social Work
Profession

Saturday 30th March 2019 / Sunday 31st March 2019

Arrivals

Day 1 WP5 Workshop

Monday 1st April 2019

Venue: Original Sokos Hotel Puijonsarvi (Minna-Ulrika Meeting Room)

- 9:00 Welcome and Introduction
by *Prof. Juha Hämäläinen*
- 9:10 Reports from all partner universities on the materials and approaches identified
during the regionally based workshops
by *Chinese partners: 1. FU, 2. SYSU and 3. NNU*
- 10:30 BREAK
- 10:40 Reports from all partner universities on the materials and approaches identified
during the regionally based workshops
by *European partners: 1. UH, 2. GU and 3. UEF*
- 12:00 LUNCH (Hotel Restaurant)
- 13:00 The Concept of Research-based Social Work
by *Prof. Timo Toikko and Prof. Juha Hämäläinen*
- 13:30 Curriculum/module development/Discussion
- 14:30 Welcome by Prof. Sari Rissanen, Dean of the Faculty of Social Sciences and
Business Studies



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- 14:45 TEA/COFFEE BREAK (Hotel café)
- 15:15 Presentation of the development work of SOSNET (Finnish National University Network for Social Work)
by *Dr. Taru Kekoni (UEF, Senior Lecturer)*
- 15:35 Presentation of the European Social Fund (ESF) Project: Social Work Education and Development Project, Socially Sustainable Kainuu and Kymenlaakso
by *Ms. Piia Puurunen (UEF, University Teacher)*
- 16:00 Curriculum/module development/Discussion
- 17:00 End of Day One
- 18:00 Meeting in the Hotel Lobby
- 18:30 Welcome dinner (Kummisetä Restaurant)

Day 2 WP5 Workshop

Tuesday 2nd April 2019

Venue: Original Sokos Hotel Puijonsarvi (Minna-Ulrika Meeting Room)

- 9:00 Involving clients and testing effectiveness in social work
Centre of Excellence on Social Welfare in Eastern Finland (ISO)
by *Ms. Tarja Kauppila (Director), Mr. Timo Hankosalo (Project Manager) and Ms. Seija Okulov (Project Researcher)*
- 9:30 Development tasks on field placements
by *Ms. Johanna Lehtonen (City of Kuopio, Project Planner)*
- 10:00 Client safety in social work
by *Dr. Aini Pehkonen (UEF, Professor)*
- 10:45 BREAK
- 11:00 Curriculum/module development/Discussion
- 12:00 LUNCH (Hotel Restaurant)



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- 13:15 Health social work
by *Dr. Sointu Riekkinen-Tuovinen (Kuopio University Hospital, Social workers' foreman)* and *Ms. Elina Salkolahti (Kuopio University Hospital, Social worker)*
- 14:00 Philosophy of evidence-based approach in social work studies
by *Ms. Janissa Miettinen (UEF, University Teacher)*
- 14:30 Presentation on how students construct integration of theory and practice in their reflective field reports
by *Dr. Riitta-Liisa Kinni (UEF, Senior Lecturer)*
- 15:00 TEA/COFFEE BREAK (Hotel café)
- 15:30 Curriculum/module development/Discussion
- 17:00 End of Day Two
- 18:30 Meeting in the Hotel Lobby
- 19-20.30 Reception of International Guests by City of Kuopio,
Kuopio City Board Meeting Room

Day 3 WP5 Workshop

Wednesday 3rd April 2019

Venue: Original Sokos Hotel Puijonsarvi (Minna-Ulrika Meeting Room)

- 9:00 Curriculum/module development/Discussion
- 10:45 BREAK
- 11:00 Finalizing the module "Research-based social work"
- 12:00 LUNCH (Hotel Restaurant)
- 13:00 Completing the BUIBRI Handbook
- 14:30 TEA/COFFEE BREAK (Hotel café)
- 15:00 Conclusions and plan for future work and implementation of the module
- 17:00 End of Day Three
- Free time



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Day 4 WP8 Management (for the BUIBRI management team)

Thursday 4th April 2019

Venue: UEF, Snellmania, Conference Room 3097

- 9:00 Project Steering Committee Meeting
Chaired by *Prof. Juha Hämäläinen*
- 10:45 TEA/COFFEE BREAK
- 11:00 Management meeting Introduction
- 12:00 LUNCH (Tietoteknia Restaurant)
- 13:00 Management meeting part 1
Chaired by *Prof. Juha Hämäläinen*
- 14:30 TEA/COFFEE BREAK
- 15:00 Management meeting part 2
Chaired by *Prof. Juha Hämäläinen*
- 17:00 End of Day Four



Day 4 Site visits

- for participants who do not attend the management meetings (see Attachment 5)

Thursday 4th April 2019

9:30 Meeting in the Hotel Lobby

10-12 Site visits:

- 1) Group 1: Kuopio Prison (Ms. Janissa Miettinen, UEF),
- 2) Group 2: Hospital School (Ms. Piia Puurunen, UEF),
- 3) Group 3: Child protection services (Dr. Taru Kekoni, UEF).

12:00 LUNCH (Hotel Restaurant)

Day 5

Friday 5th April 2019

European partners

DEPARTURES

Chinese partners

VISIT TO HELSINKI (List of visitors in the Attachment 6)

4:30 Train to Helsinki (Shanghai team)

7:00 Flight from Kuopio to Helsinki

10:00 A visit to the Ministry of Social Affairs and Health

11:00 A visit to the Ministry of Education and Culture

12:30 A visit to the Union of Professional Social Workers *Talentia* (including lunch at Amica Restaurant)

14:00 Transportation to the Airport (approx. 0,5 h)

14:30 Arrival at the Airport

18:00 Departures from Helsinki to China



ATTACHMENT 1. THE LIST OF PRESENTATIONS

DAY 1				
1 st April 2019				
No	Time	Presenter	Institution	Presentation
1	9:10	CHEN Honglin	FU, Associate Professor	<i>Report on the materials and approaches identified during the meetings with teachers, agency supervisors and students</i>
2	9:35	WANG Lu ZHOu Yanqiong	Shenzhen Wenxin Social Work Service Center Star Social Work College, Shenzhen	<i>Report on the materials and approaches identified during the meetings with teachers, agency supervisors and students</i>
3	10:00	HUANG Xiaoshan	NNU, Associate Professor	<i>Report on the materials and approaches identified during the meetings with teachers, agency supervisors and students</i>
	10:30	<i>BREAK</i>		
4	10:40	Echo Yeung Steven Shardlow	UH, PhD UH, Professor	<i>Report on the materials and approaches identified during the meetings with teachers, agency supervisors and students</i>
5	11:10	Jörgen Ludälv	GU, PhD	<i>Report on the materials and approaches identified during the meetings with teachers, agency supervisors and students</i>
6	11:35	Agnieszka Repo	UEF, Project researcher	<i>Report on the materials and approaches identified during the meetings with teachers, agency supervisors and students</i>
	12:00	<i>LUNCH</i>		



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7	13:00	Juha Hämäläinen	UEF, Professor	<i>The Concept of Research-based Social Work</i>
		Timo Toikko	UEF, Professor	
	13:30	<i>DISCUSSION / CURRICULUM DEVELOPMENT</i>		
	14:45	<i>TEA/COFFEE BREAK</i>		
8	15:15	Taru Kekoni	UEF, Senior lecturer	<i>Presentation of the development work of SOSNET (Finnish National University Network for Social Work)</i>
9	15:35	Piia Puurunen	UEF, University teacher	<i>Presentation of the European Social Fund (ESF) Project: Social Work Education and Development Project, Socially Sustainable Kainuu and Kymenlaakso</i>
	15:40	<i>DISCUSSION / CURRICULUM DEVELOPMENT</i>		
	17:00	<i>END OF DAY ONE</i>		



DAY 2
2nd April 2019

No	Time	Presenter	Institution, position	Presentation
10	9:00	Tarja Kauppila	ISO, Director	<i>Involving clients and testing effectiveness in social work</i>
		Timo Hankosalo	ISO, Project Manager	
		Seija Okulov	ISO, Project Researcher	
11	9:30	Johanna Lehtonen	City of Kuopio, Project planner	<i>Development tasks on field placements</i>
12	10:00	Aini Pehkonen	UEF, Professor	<i>Client safety in social work</i>
	10:45	BREAK		
	11:00	<i>DISCUSSION / CURRICULUM DEVELOPMENT</i>		
	12:00	<i>LUNCH</i>		
13	13:15	Sointu Riekkinen-Tuovinen	Kuopio University Hospital, Social workers' foreman	<i>Hospital social work</i>
		Elina Salkolahti	Kuopio University Hospital, Social worker	
14	14:00	Janissa Miettinen	UEF, University teacher	<i>Philosophy of evidence-based approach in social work studies</i>
		Taru Kekoni	UEF, Senior Lecturer	
15	14:30	Riitta-Liisa Kinni	UEF, Senior Lecturer	<i>Presentation on how students construct integration of theory and practice in their reflective field reports</i>
	15:00	<i>TEA/COFFEE BREAK</i>		
	15:30	<i>DISCUSSION / CURRICULUM DEVELOPMENT</i>		
	17:00	<i>END OF DAY ONE</i>		



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DAY 3
3rd April 2019

Time	Presenter	Institution, position	Presentation
9:00	CURRICULUM DEVELOPMENT		
10:45	<i>BREAK</i>		
11:00	FINALIZING THE MODULE "RESEARCH-BASED SOCIAL WORK"		
12:00	<i>LUNCH</i>		
13:00	COMPLETING THE HANDBOOK		
14:30	<i>TEA/COFFEE BREAK</i>		
15:00	CONCLUSIONS AND PLAN FOR FUTURE WORK AND IMPLEMENTATION OF THE MODULE		
17:00	<i>END OF DAY ONE</i>		



ATTACHMENT 2. ABSTRACTS OF PRESENTATIONS

PRESENTATION 1

Fudan University, China

Chen Honglin, Associate Professor

REFLECTIONS ON HOW TO APPLY THEORY TO PRACTICE

The school has many courses related to social work, and master students in social work have learned theoretical knowledge related to social work in the classroom. This knowledge can be divided into macro and micro areas. They can also be divided into individual, family, community and social levels. In addition, the knowledge is targeted at children, women, people with disabilities, the elderly and so on. In the second phase of the master's degree, the school arranges 800 hours of professional internship for each student.

Internship combines theory with practice, and students learn social work skills in practice. In the process of social work practice, students have learned a lot of knowledge not mentioned in books. For example, how to access technology, how to talk to strangers and how to deal with dual relationships. This knowledge gained in the process of social work practice can promote the development of social work. In order to improve their own abilities, students, teachers and supervisors of the institutions talked about their views.

Students want to learn more from others and apply theory to practice. Students hope that the institution's teachers can point out where they can improve and provide some excellent experience for them. Students believe that supervision can make them pay attention to the ethical issues of social work. The institution's teachers want students to have their own opinions and not rely on themselves. Institutional teachers hope that supervisors can promote their abilities. Supervisors hope to provide reasonable advice to institutional teachers so that institutional teachers can provide better guidance to students.

The advancement of the professional skills of social workers can provide more professional services to the clients. The problem of the case is resolved and it is conducive to promoting social stability. Technological advancement is also conducive to reducing the pressure on social service agencies and social care systems. Students major in social work have learned a lot in the process of practice. They have improved their abilities by constantly reflecting and summarizing.



PRESENTATION 2

Sun Yat-sen University, China

Guangdong team:

Wang Lu, Shenzhen Wenxin Social Work Service Center (trainer)

Zhou Yanqiong, Shenzhen Star Social Work College, Social Worker (trainer)

RESEARCH BASED SOCIAL WORK

The thesis research and intern of social work master students in Sun Yat-Sen university are closely combined. One part is to practice in the cooperative internship institution with the research design directly in the research project of the graduate supervisor, the other part is to determine the research direction, such as medical social work or child protection service, and then go to the corresponding institution for internship and form the research design and collect research materials in the process.

Graduate supervisors will provide specialized knowledge mapping from practice to theory after internship to extract practical experience, so as to explore and develop theories.

The skills students mainly involved in the internship have a systematic training needs, but also limited by the job. In terms of direct service, how to deal with the public, how to link resources, how to enter the field of actual service, how to apply the systematic treatment mode in service, and for indirect service, how to do participants interest coordination, how to do social advocacy, how to understand the administrative functions of social work are the most common skills involved in the internship process.

As for how interns can improve their development skills during the internship, we conduct surveys of university supervisors, institutional supervisors, the managers of universities and internship institutions to collect ideas from various parties. It is believed that the discussion and assessment of interns at the beginning, middle and end of the internship from three aspects of attitude (including work attitude and professional attitude), knowledge reserve and work skills will contribute to the improvement of interns' development skills. And the three levels of attitude, knowledge and skills include specific indicators such as good professional habits, recognition of social work, and ability to communicate with the clients.



PRESENTATION 3

Nanjing Normal University, China

Huang Xiaoshan, Associate Professor

Du Jingzhen, Associate Professor

REPORT ON THE REGIONALLY-BASED WORKSHOP IN NANJING

Nanjing Normal University held the regionally-based workshop on 24th February 2019 in Nanjing Grand Hotel. 5 faculty supervisors, 5 field supervisors, 5 social work students attended the workshop. The purpose of the workshop was to collect information on the the “research-based social work” according to five main questions prepared by the project team from the University of Eastern Finland and included in the instruction sheet.

The workshop got the following ideas from:

1) Master Social Work students

The students expressed their hope to join the Social Work practice with research ideas, but they cannot find suitable questions without the tutor’s help. They do not know how to approach or solve problems that may arise in social work practice. In the field of practice students are able to use basic theories such as eco-system and strength-based theories, and some professional social work methods such as social case work, group work, community work on the micro-level, but on the macro-level, they cannot use it. Most students only do some administration work during the field placements, less opportunity is given to do the real professional social work.

2) Faculty supervisors

Most teachers’ major is sociology, history and so on. They do not know how to guide the social work practice. Most time they arrange activities for students according to their interest e.g. if the teachers have some projects, they would let the student join the projects. Some teachers can affect the government and policy-making, but they also troubled by the environment, limited time and energy.

3) Agency supervisors

Without the strong support of the university, many agencies do not know how to guide the social work practice. Sometimes social work students on placements are treated as professionals and sometimes as volunteers. Some agencies use projects to let the student practice what they have learned in the school.



PRESENTATION 4

University of Hertfordshire, United Kingdom

Echo Yeung, PhD

Steven M Shardlow, Professor

RESEARCH BASED SOCIAL WORK PRACTICE AT THE UNIVERSITY OF HERTFORDSHIRE UK

The Approach Taken

The UH team organized separate workshops with 53 MSc social work students, 13 agency supervisors, in UK terminology “practice educators” and 5 academic tutors during February 2019. Students were invited to discuss in small groups about what helped them to link theory and research to practice and what they had found challenging in making these links. Five students reported key points from the discussion. These key points have been captured in a 15-minute video clip. The 13 supervisors worked in 3 groups of 4 or 5 to share their experiences about how to support and enable students to apply theories and research to their practice during placement. Key points from their discussion were captured on flipcharts. Faculty supervisors (academic tutors) shared their views and a facilitator recorded their discussion.

Findings

Participants from these groups identified the value of similar ways to help students to apply theories and research in their practice. The key mechanisms identified were:

- 1) Supervision (individual and group supervision) that provided opportunities for students to discuss how theory and research could be applied in different practice settings.
- 2) Writing reflective logs that can help students to critically examine the links between theory and practice.
- 3) Students appreciated practice wisdom brought by their supervisors to practice learning.

The challenges of linking theory and research to practice were also identified. Some supervisors acknowledged that they may not have time to keep abreast of the development of new knowledge and theory in the academic community.

Implications

To better assist students to integrate theory and research in their practice, supervisors could benefit from attending refresher courses to update their knowledge in particular about models of social work intervention. Support groups for supervisors provide a forum to share knowledge, ideas and resources to support their practice education role. Faculty supervisors (academic tutors) could develop the ways in which recall days help students to critically examine the link between theories, research and practice. An honest, open and collaborative approach among all parties can enhance students’ practice learning and supervisors’ practice education experience.



PRESENTATION 5

Gothenburg University, Sweden

Jörgen Lundälv, PhD, Senior Lecturer

Donning Ylva, Associate Professor

Reskow Gisela, Lecturer

APPLYING SOCIAL WORK THEORY AND CONCEPTS DURING VFU WITH THE HELP OF PHOTOVOICE-METHOD AND REFLECTION: EXPERIENCES FROM A WORKSHOP IN BORÅS, SWEDEN

In order to develop knowledge, awareness and understanding of how social work students and supervisors within the VFU (The placement and field-based training in the Social Work Programme at the University of Gothenburg), applying theoretical and practical knowledge as well as how the ability to professionally approach and approach emerges, we have used a method called Photovoice- method. A workshop will be held (March 19, 2019) at the Social Service Unit (Individual and Family Care Administration) in Borås City. At the workshop, a total of 13 students and supervisors participate and 3 observers from the BUIBRI project and teachers at the Department of Social Work, University of Gothenburg. During the workshop, we will discuss together how the knowledge of social work is developed in the VFU-moment, the social work theories and theoretical concepts used and what expectations students and supervisors have in applying different theories and concepts in social work.

The starting point of the workshop will be a presentation of a number of photographs that the students have taken based on their own thoughts, beliefs and expectations of knowledge and theory. Students and supervisors will together look at the pictures and make interpretations and reflections based on the photo documentation. Photovoice is a method that can be used to describe own experiences through photographs that, when shared, can be used and discussed in order to see different connections between the perceived situation, what created it and, on this basis, be able to develop different strategies and solutions to a change. Photovoice-method is based on active participation and it can be used both in research, education, in neighborhood work or in order to show various social problems/social perspectives.

Photovoice-method is often used in research, practice and education and gives good opportunities to reflect on phenomena, conditions, concepts etc. which can be difficult to put into words. It is a method characterized by creativity and curiosity. Through the photographs, more voices can come up about knowledge and experience while at the same time requiring active participation in the discussions.



PRESENTATION 6

University of Eastern Finland, Finland

Agnieszka Repo, Project Manager

ENHANCING RESEARCH-GUIDED DEVELOPMENT SKILLS IN SOCIAL WORK STUDENTS

It is expected by faculty supervisors that agency supervisors understand an idea of development tasks carried out by students while on placements. Agency supervisors should have knowledge of the research process that these tasks require. It is encouraged by faculty supervisors that ideas for development tasks derive from organizational needs and are suggested by placement agencies. It is important that faculty supervisors evaluate the scope of the development tasks proposed by agencies, as agencies' expectations from students should be realistic. The university should provide trainings to agency supervisors. Also students expect that agency supervisors are trained in how to supervise students on placements.

According to students, their development skills could improve if they could get more information on development and pilot projects, and ongoing development processes in the placement agencies. Students expressed their wish to be involved in small-scale development projects. Faculty supervisors suggested that students could write more critical learning diaries or produce other outputs that would identify development needs of the agency.

One of the main aims of social work education in Finland is to develop research expertise in social work students. Students attend various research methods courses and their knowledge production skills are usually very good. Students confirmed that they have good knowledge on how to collect data and produce information by using different research methods such as observation and interviews. They know how to use various questionnaires and screening surveys as information production tools. According to students, information can be also acquired in discussions with colleagues, by sharing tacit knowledge and active networking.

In Finland, social workers can influence the way they practice. Social work practice can be developed by social workers from grass-root level. In the Social Welfare Act, structural social work is defined as one of the main task of social workers. Social campaigns launched by social workers has been proved very effective. Social workers can also take part in legislative drafting process if it relates to social work field. In the context of structural social work, students consider social workers as professionals responsible for communication between clients of social services and decision-makers. Social workers should know how to raise, maintain and stimulate public debates. Social workers should be able to test new methods and approaches and develop methods of client work. Students consider clients as potential developers of the social work field especially methods of client work.

Although it was acknowledged that Finnish social work agencies operate in a development-friendly environment, the worry was raised that work overload and stress can prevent social workers from doing effective structural social work.



PRESENTATION 7

University of Eastern Finland, Finland

Juha Hämäläinen, Professor

Timo Toikko, Professor

THE CONCEPT OF RESEARCH-BASED SOCIAL WORK

The concept of research-based social work refers to a mindset in which social work profession is seen as an intellectual personal activity based on scientific education as well as an intellectual system of society consisting of research-based knowhow with respect to science-based problem solving. Academic skills such as scientific questioning, reasoning and argumentation are seen professional skills too. Research-based developmental work is regarded as a part of social work's professional mission. "The future of SW as a professional system in modern society may depend decisively on how it develops a research-based professional identity, not only in the sense of academic research but also through practitioners with research orientation. These are practitioners who would be capable of research-based working in terms of creative knowledge production, thus of developing social work as a credible research-based profession. This can be created only through education in which the development of necessary professional skills is linked to advanced academic meta-skills." (Hämäläinen 2011, 473). In this sense, we aim to educate social workers who will be experts as individual professionals, but who also have knowledge to have professional discourse within the whole system of welfare services. On an individual level, our aim is to educate a kind of deliberative practitioners, who can use conceptual tools and theories for analyzing their practice; but at a collective level, social workers can also join the deliberative multi-professional discourses within the system of welfare services. (Cf. Rantanen & Toikko, 2012.)

Hämäläinen, Juha (2011) "Social Work as a Research-Based Profession: Opportunities, Prerequisites and Restrictions." *Sociology Study* 1 (7), 473–483.

Rantanen, Teemu & Toikko, Timo (2012) "The three phases of research and development activities." In Sakari Ahola & David Hoffman (eds.) *Higher education research in Finland. Emerging structures and contemporary issues*. Jyväskylä: University of Jyväskylä, 383–406.



PRESENTATION 8

University of Eastern Finland, Finland

Taru Kekoni, PhD, Senior Lecturer

PRESENTATION OF THE DEVELOPMENT WORK OF *SOSNET* (FINNISH NATIONAL UNIVERSITY NETWORK FOR SOCIAL WORK)

SOSNET is Finnish National University Network for Social Work which comprises all 6 universities with the social work education in Finland. SOSNET's publication "Social work education in Finland -courses for competency" (Lähteinen et al. 2017) aims to bring visibility to the competency produced by the social work education offered in Finland. It also aims to provide insights that might serve to guide the future course of and strengthen university - level education. SOSNET has started similar development in the field of practice education on Autumn 2018. Aim of the work is to increase information and understanding about social work practice education and the competency produced by it and to bring the competency objectives and evaluation criteria in practice education into line with all six universities. The Universities comprising SOSNET have committed themselves to developing the structures and content of social work education such that the competency goals and core competency areas of the (practice) education, offered at the different institutions conform in the main with jointly defined goals.

Lähteinen S, Raitakari S, Hänninen K, Kaittila A, Kekoni T., Krok S. & Skaffari P. (2017) *Social Work Education in Finland: Courses for Competency*. SOSNET – National University Network for Social Work. (Available online at <https://www.sosnet.fi/loader.aspx?id=a10e5eeb-3e9f-47dc-9cae-6576b58a4a6e>)



PRESENTATION 9

University of Eastern Finland, Finland

Piia Puurunen, University Teacher

PRESENTATION OF THE EUROPEAN SOCIAL FUND (ESF) PROJECT: SOCIAL WORK EDUCATION AND DEVELOPMENT PROJECT, SOCIALLY SUSTAINABLE KAINUU AND KYMENLAAKSO REGION

This presentation will focus on two social work education and development projects that are taking place 1.3.2018–31.12.2020 in two regions in Finland, Kainuu and Kymenlaakso. The aim of the projects is to develop innovation base for social services, reinforce academic based research-orientated know-how and knowledge production for development work in the field of social work. The regions in co-operation with the department of social sciences have recognized development targets for the projects. These are e-services and citizen-based social services in Kainuu and digitalization and client safety in Kymenlaakso. Furthermore, University of Eastern Finland will offer master's degree education in social work for 48 students within the projects. One important element in the advanced studies is the period of practice education, learning in working life contexts. In the projects the focus is in the development work and in the practice placements the students will do development assignments. The overall aim of assignments is to benefit regions development targets. Students and practice placement organizations will outline together the idea of development assignments. In my presentation I will represent the process of development assignment and the aim of research-based orientation as a part of advanced studies in these two projects.



PRESENTATION 10

ISO - Centre of Excellence on Social Welfare in Eastern Finland

Timo Hankosalo, Project Manager

Seija Okulov, Project Researcher

Tarja Kauppila, Director

ISO SOS PROJECT- INVOLVING CLIENTS AND TESTING EFFECTIVENESS IN SOCIAL WORK

Main questions: how to get the clients more involved in the social work process, how to build a new way of cooperation between social workers and clients, and how to take advantage of the information created in the client-social worker process.

The project ISO SOS is focused on developing the social work process. At the same time, the project is research-based; all the data and information gathered in the project is fed back to the social workers and developers in the field. For the first time, it is now possible to evaluate the acts in the project through research. The research here does not mean scientific research but practice based research, which is conducted by following scientific principles.

The project ISO SOS has been running for one year now, and the first results indicate development. The first experiments, of using qualitative instruments in producing data on client's situation and their need of help, have been conducted. These first experiences have been mainly encouraging and even inspiring.

The critical question is how to connect the data from the individual client level to the level of the society. The voice of social work and the expertise of social workers has not yet found its place in the changing structures of the Finnish social- and health care system. That's why it is essential to practice gathering information about the everyday life of the clients and to learn to apply research-based orientation in the social work.



PRESENTATION 11

City of Kuopio

Johanna Lehtonen, Project Planner

DEVELOPMENT TASKS ON FIELD PLACEMENTS

I am a former student of University of Eastern Finland where I majored in social work. In social work studies in University of Eastern Finland there are three field placements: first one is for one week, second one is for six weeks and the third and final is for ten weeks. For the final field placement I worked as a social work trainee in emergency social work unit, which is operated by the city of Kuopio.

During my field placement I implemented a development task, which was assigned to me by the senior social worker of the field placement unit. The development task was to plan and implement a questionnaire regarding the operation of the emergency social work unit and the co-operation with other authorities, such as the police and rescue services. My field supervisor and other social workers of the unit supported and guided me throughout the development task, but I got good practice regarding development work in social work context.

The results of the questionnaire were analyzed, reported and delivered to the monitoring group of the emergency social work unit. As a result of the development task the unit got feedback from the key collaborators. From the results of the questionnaire the unit got clear suggestions how to improve their procedures and co-operation with the other authorities.



PRESENTATION 12

University of Eastern Finland, Finland

Aini Pehkonen, Professor

CLIENT SAFETY IN SOCIAL WORK

Client safety in social work means: organizing, producing and implementing social services that do not compromise the physical, mental, social, and economic safety of the clients. From the perspective of clients' safety, the professionalism of a social worker is defined in four areas: Expertise and Using It, Ethical and Legal Competence, Service Process as a Competence, Networking and Collaborative Expertise. These areas are not hierarchical in relation to each other. Social workers who work with clients follow the law and ethically sustainable principles and practices. The professional activity of a social worker with regard to client safety is based on the knowledge and ethical principles of the profession. Social worker collects information on client's challenges and strengths in different areas of life and knows how to analyze, evaluate and utilize the information. The social worker is responsible for the quality of work with clients and family, work community, co-operation network and society.



PRESENTATION 13

Kuopio University Hospital

Sointu Riekkinen-Tuovinen, PhD, Social workers' foreman

Elina Salkolahti, Social worker

HEALTH SOCIAL WORK

A social worker in a health care organization works in accordance with health and social policy goals to promote and maintain health and social capacity. The starting point of the work is an overall view of the relationship between illness and social factors. The aim is to influence the individual's and family's life situation so that, despite the illness, economic livelihood and social participation will continue as smoothly as possible.

A social worker supports patients and relatives through discussions, guidance, organization of benefits and services. Social work is a multidisciplinary work with different professional groups and partners inside and outside the hospital.

Kuopio University Hospital (KUH) is a teaching hospital. It is responsible for the qualification of a large number of medical doctors, nurses and other health industry professionals such as social workers. Over a thousand Finnish students and numerous international students practice at the KUH every year.

KUH's social work department in somatic areas supervises social work students in different stages of their university education. KUH has remain a desired training organization among the social work students throughout the times. In this presentation, we will represent what the training includes in general and what the role of the agency supervisor is.



PRESENTATION 14

University of Eastern Finland

Janissa Miettinen, University Teacher

Taru Kekoni, PhD, Senior Lecturer

PHILOSOPHY OF EVIDENCE-BASED APPROACH IN SOCIAL WORK STUDIES

In social work, the definition of evidence-based practice (EBP), as well as the clinical social workers' attitudes towards the EBP, have been contentious issues internationally. EBP is sometimes understood narrowly as implementing empirically supported interventions, or "best practices" thus omitting important components from the original EBP process (Drisco & Grady 2015). The evidence-based approach to social work practice has emerged as a practice paradigm, which intends to legitimate social work practice with empirical research findings instead of moral-based or authority-based reasoning (Okpych & Yu 2014). As a client-centered decision-making process, it means that a social worker assesses, by means of her professional expertise, a client's situation, tracks the best research evidence down to alleviate the core problem and then critically appraises the validity of the evidence and its fit to the client's circumstances and wishes to arrange the most suitable services, and finally evaluates the outcomes (Gambrill 1999). The EBP process is very similar to the client work process in social work. Social work research supports the importance of educating social work students in the EBP process to promote applying EBP. For example, clinical case examples can be used as an approach to teach EBP process (Drisco & Grady 2018).

Drisco, James & Grady, Melissa (2015) "Evidence-based Practice in social work: a contemporary perspective." *Clin Soc Work J* 43(3), pp. 274-282.

Gambrill, Eileen (1999) "Evidence-based practice: an alternative to authority-based practice." *Families in Society; Jul/Aug 1999; 80(4)*, Social Science Premium Collection, pp. 341-350.

Okpych, Nathanael & Yu, James (2014) "A historical analysis of evidence-based practice in social work: The unfinished journey toward an empirically grounded profession." *Social Service Review* 88(1), pp. 3-58.

Drisco, James & Grady, Melissa (2018) "Teaching Evidence-Based Practice Using Cases in Social Work Education." *Families in Society: The Journal of Contemporary Social Services* 99(3), pp. 269-282.



PRESENTATION 15

University of Eastern Finland

Riitta-Liisa Kinni, PhD, Senior Lecturer

SOCIAL WORK STUDENTS INTEGRATING THEORY AND PRACTICE ON THEIR FIELD PLACEMENTS

Integration of theory and practice seems to be an ever-lasting challenge in social work practice and education.

On the other hand, field education is a crucial part of social work education and acknowledged also on the Global Standards for the Education and Training for the Social Work Profession.

According to the integrative pedagogy model, theoretical, practical, self-regulative and sociocultural knowledge are basic components of professional expertise. I have analyzed 30 reflective field practice reports to see how students saw themselves as integrators of theory and practice. Data were analyzed by category analysis.

47 % of the students wrote about applying theory learned on classes to practice during field placement, 40 % about making connections to research beyond previous classes and 17 % urged for more knowledge and education inspired by the situations they had faced on the field.

Those who were critical break the integrative moral order of the curriculum. 13 students (43 %) challenged the idea of integration: they valued learning on field practice more than on classes, felt like novices not having too much know-how or assessed integrated learning goals too high-flown to apply to a specific field of practice.

The results emphasize the meaning that field placements have in studying social work. The data also hints on the importance of sociocultural factors, e.g. work community and field instructors, in learning.



ATTACHMENT 3. FIVE TASKS/QUESTIONS FOR REGIONALLY-BASED MEETINGS

The UEF team prepared five tasks for each partner university's project team to perform during the regionally based workshop:

Description of practices

1. Please describe your university's practices of combining Master thesis research projects with practice studies.

Description of practices of knowledge application and production

2. Please identify and describe practices of acquiring by students development skills during field placements in the following aspects:
 - **Applying** knowledge/theory to social work practice;
 - **Production** of relevant information/knowledge. Please reflect on the role of social worker as a knowledge producer (who is able to research, study, inspect, survey, test, etc.) by discussing the following questions:
 - How knowledge is achieved/attain in/for social work practice?
 - What kind of knowledge social work practice could produce to promote development of social work?

Reflection on roles and responsibilities of faculty supervisors, agency supervisors and students

3. In the context of improving development skills, please invite each group to formulate their expectations towards the two other groups:
 - What do faculty supervisors expect of field supervisors and students?
 - What do agency supervisors expect of faculty supervisors and students?
 - What do students expect of faculty supervisors and agency supervisors?

Reflection on the role of social work on organizational and structural levels

4. Please explain how clients, social service agencies and social care system can benefit from development expertise of social workers?



- What could (or should) be the role of social work as development work and the role of social worker as a developer in relation to:
 - clients/client groups,
 - working procedures/methods,
 - organization/system, and
 - structural level.

Improving the development skills

5. Please collect ideas about how development skills/competences/expertise of social work students can be improved in practice studies.