



Challenges and Trends in Education in Social Work

Education - value or commodity?

Moderators: Prof. PhDr. Dušan Šimek and RNDr. Miloslav Hetteš, CSc.

CONCLUSIONS SESSION 1

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- 8 participants
- The basic topic of discussion was related to the transformations of education institution in post-industrial society, focusing on critical aspects of education in social work.
- Speakers highlighted the contradictions between the declared aims of the political establishment and the limits of educational institutions, including socio-economic and socio-demographic context.

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- Special contributions were then focused on the philosophical and didactic context of professional education of social workers.
- Particularity of a special approach to their education is the emphasis on their upbringing, thus the formation and development of those competencies that reflect the humanitarian mission of social work not only in technological but especially in the spiritual dimension.



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Reflection of social problems in education in social work

Moderators: doc. PhDr. Kvetoslava Repková, PhD. and PhDr. Mirka Nečasová, PhD.

CONCLUSIONS SESSION 2

Quantitative aspect:

- 26th April, 2012
 - 6 ppt presentations, 1 poster presentation
- 27th April, 2012
 - 3 ppt presentations, 1 „free“ contribution
- Participation: SK, CZ, PL

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Key words – Dilemmas:

- **EQF** – not compulsory
- **Specialization** towards social risks and settings within education (when, how and for whom)
- **Practical preparation** – only as a „Cinderella“ (didactics and methods to competencies)
- Education **in time** – needs in **moving**
- Education **in** – education **for**
- **Nature /Content of work** vs. **Codification** (e.g. SW – streetworker)
- Reactive – not vs – rather **complementary** to proactive approach



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How to teach social work - didactics of selected courses

Moderators: doc. PhDr. Beáta Balogová , PhD. and PhDr. Daniel Topinka, Ph.D.



CONCLUSIONS SESSION 3

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Session outputs:

- Point to current positive results in improving the quality of undergraduate preparation of social workers (despite objections)
- Strengthening self-reflection in education
- Improving critical thinking through the problem-based learning
- Building competencies - to be competent in the practice of social work, not only as an administrator respectively a distributor
- Increasing professional pride, for example by strengthening of own theoretical, historical and methodological base

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- Building balanced knowledge and skills
- Improve the quality of ICT skills and learn to use ICT technology (paradoxical literacy in ICT)
- Gender-sensitive education of gender-sensitive social workers
- to negotiate the economic background in education
- to elaborate a didactics of Social Work
- to develop the values of the University



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How to teach social work – conceptions in education

Moderators: Prof. PhDr. Ján Gabura , PhD. and PaedDr. Zdenka Šándorová, Ph.D.



CONCLUSIONS SESSION 4



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- 7 contributions were presented in session with a focus on current dilemmas in social work education, issues of ethics in social work and specific educational strategies
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Outputs :

- 1) Society is not set to the social work.
Social workers should be "the authors of the story in their field and try to make society the auditorium of this story."

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2) Principles of teaching ethics:

- **open students' personal communication with the teacher** allows to understand of the students' ethical orientation, to support students' ethical self-awareness and to help clarifying the ethical attitudes in the field and in the work with clients,
- **"Life should be in it"** - a personal approach, teachers from practice, teachers represent the patterns, show social work on examples in practice, examples from practice are accompanied by explanation from the theory or methods of work with the client → students should "understand about what it is," by the look at life through the practice and theory.

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- **ethical decision making** within the education as the support of ethical self-reflection grounded in theory and in comparison of different (theoretical) points of view,
- **to name things accurately** to avoid misinterpretation of ethical principles the teacher communicates - such as "marking" principle of acceptance and respect of the client's value orientation by expression "value neutrality" gives the impression that the teacher expects and recommends the ability of any social worker to be "value-neutral", etc.
- **ability of reflexivity**

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3) **Specific educational strategies:**

such as problem-based learning and service-learning creates a space for student participation in the process of definition of their own role in service innovation.

4) The need for cooperation with political representations was emphasized.