



# Social Work education at ISCTE-University Institute of Lisbon

## The learning-teaching model

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# Present context of Social Work education in Portugal

Study cycles	N
Degree	17
Master	10
PhD	3 (*)
<b>TOTAL</b>	<b>30</b>

Study cycles	University		Institute	Politechnic
	Public	Private	Private	Public
Degree	5	3	2	5
Master	5	4	1	0
PhD	2	2	0	0
<b>TOTAL</b>	<b>20</b>		<b>3</b>	<b>5</b>

Source: [www.a3es.pt](http://www.a3es.pt), 2016

- Clearly an university education
- (still) With a strong tradition in the private sector (historical reasons)
- Strong academisation process: 13 post-gradutaion cycles and 17 graduation cycles
- Research centres in the implied universities have absorbed social work researchers and their activities

# Serviço Social/ Social Work

## Pós-Laboral

<http://iscte-iul.pt/cursos/licenciaturas/8901/apresentacao.aspx>

### **IASSW**

International Association of Schools of Social Work [www.iasw.org](http://www.iasw.org)

### **ICSW**

International Council on Social Welfare

[www.icsw.org](http://www.icsw.org)

### **IFSW**

International Federation of Social Workers

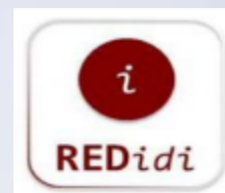
[www.ifsw.org](http://www.ifsw.org)

**The Global Observatory on Social Work and Social Development**

[www.globalsocialagenda.org](http://www.globalsocialagenda.org)



European Association of  
Schools of Social Work



<http://redidinancia.wordpress.com/>

# Social Work at ISCTE-University Institute of Lisbon

- Social work education entered in ISCTE-University Institute of Lisbon in 2004/05 as a PhD doctoral programme
  - Relation with the historical school of Lisbon
- In 2008, the master degree was launched
- The degree in Social Work was launched in 2010 (3 years/6 semester length)
- In 2010, after a break, the PhD programme was re-initiated as an independent programme by ISCTE-IUL
- Social work professors were integrated as researchers at CIES-IUL (Research Center for Sociology Studies)
- The staff counts now with 4 resident professors and 4 invited professors (will be enlarged next year)

# Training Nature

- **Human training**, that allows establishing a relation with the subject/others,
- **Theoretical training**, which allows organizing a plan of intervention adjusted to the problem of the individual and facilitates an interdisciplinary discourse with other actors and the knowledge intervening in the problem
- **Technical training** in the use of adequate and effective methodologies to respond to the problem of the individual and develop their active citizenship through the training and empowerment of personal, social, interpersonal, relational and work skills.

# Values

- **Humanist values**, which center their attention on Man and respect for oneself;
- The **democratic values** that develop the necessary conditions for the development of its personality and its social and civic participation in the society;
- The **political and economic values**, which promote the principle of subsidiarity and equal opportunities and social rights;
- The **educational values**, sustained on the scientific dimension of the knowledge where the professional is supported and base their intervention plan.

# Study Plan

- **Social Work Fundamentals-** principles and concepts, ethics and deontology, methods and techniques of Social Work (individual, family and collective), theories (diagnosis) and strategies of social intervention and communication in Social Work;
- **Public policies and social protection system** - measures of social welfare, conceptualization and operationalization of social responses, institutional framework and administration of social services (public network, private network and social solidarity network);

# Study Plan

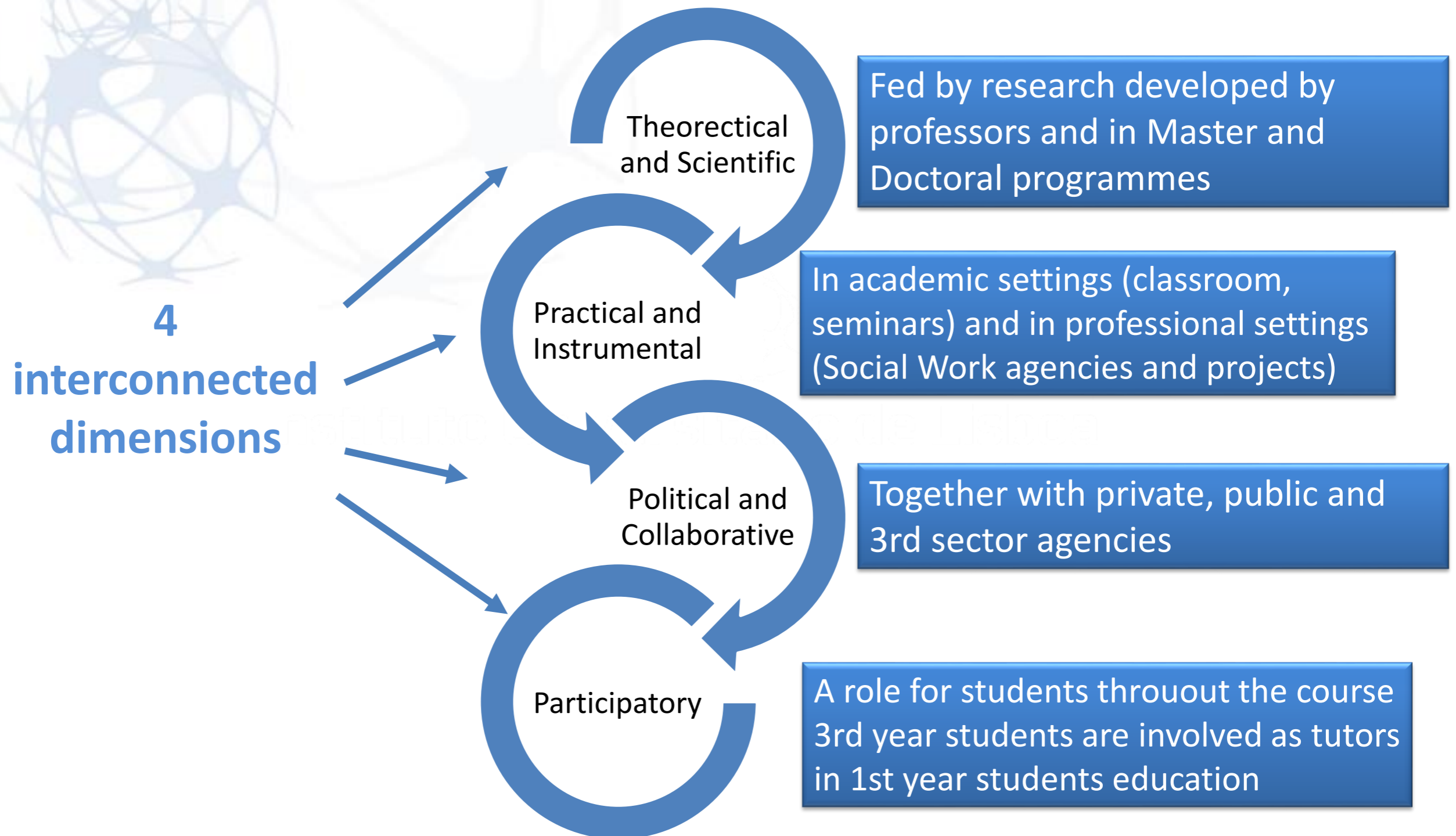
- **Intervention Models in Social Work and contemporary social problems** - human development and interaction between Man and Society or Citizen and Social Environment, Equality *Versus* Inequality, dependence and social vulnerability, social structure and social and cultural diversity;
- **Social Work Technical Tools** - Social assistance, Systematic social follow-up, home visit, interview, observation, social information, social report, socio-familial characterization, Supervision, social expertise, individual readjustment plan, promotion and protection agreement, individual educational plan, Case evaluation, Scales and Information and communication technologies.



# Study Plan

- **Supervised Practices and experiential training in Social Work** - courses of practical training (laboratories and Training) where each one experiences the Know-How, Know-do and Know-Be through the correlation established between Theory and Practice, Practice and Theory.

# Social Work education at ISCTE-IUL: a dynamic model



# The place of supervised practice placement in Social Work education at ISCTE-IUL

- It demands a complex preparation which combines the excellence of theoretical education, of practice training, but also of the creation of interfaces between both (including the ethical issues)
- Supervised practice placements are critical for Social work education, as a domain of thinking and action
- The model of alternation between theory and practice, creating a continuous involvement between the university and professional teamwork, in the most diverse fields
- 3 levels of competencies' development

## Know-how

To intervene in different levels:  
individual/family; group; community  
To interact with different publics  
To practice the basic method of intervention:  
Assessment and diagnosis  
Planning  
Execution  
Evaluation

## Know how to be

To build trustful and helping relationships  
To put professional relation at service of the intervention process  
To develop and test the ethical dimension of intervention  
To develop ethical and social sensitivity

## Knowledge

Sectorial social policies  
Welfare organisation  
The making of social worker professional field  
Main theoretical framework for the specific intervention contexts

- At the end, students must be able to:
  - Locate intervention in the specific social and institutional context
  - Visualize constraints and limits to intervention
  - Conceive and organize solutions to the identified problems
  - Design and identify strategies to involve partners (including the subject) in the comprehension, analysis and resolutions of problems
  - Master professional language
  - Elaborate technical documents
  - Know and understand supervision purposes
- the **supervised practice placement** implies,



# Practice placement model

ANO	CONTEÚDO	COMPETÊNCIAS	DURAÇÃO
1st grade	<ul style="list-style-type: none"> <li>- Institutional/organizational analysis;</li> <li>- Observation of Social Work' fields os intervention;</li> </ul>	<ul style="list-style-type: none"> <li>- Observation.</li> <li>- Anaálisis</li> </ul>	<ul style="list-style-type: none"> <li>- 20h in parctice field</li> <li style="text-align: center;">+</li> <li>- Autonomous work</li> </ul>
2nd grade	<ul style="list-style-type: none"> <li>- Institutional/organizational analysis. Including role and task of social workers;</li> <li>- Social diagnosis;</li> <li>- Social intervention planning and project conception.</li> </ul>	<ul style="list-style-type: none"> <li>- Conception.</li> <li>- Study.</li> <li>- Planning.</li> </ul>	<ul style="list-style-type: none"> <li>- 210h in practice field</li> <li style="text-align: center;">+</li> <li>- Autonomous work</li> </ul>
3rd grade	<ul style="list-style-type: none"> <li>- Intervention project' implmentation;</li> <li>- Evaluation of practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention.</li> <li>- Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- 320h in practice field</li> <li style="text-align: center;">+</li> <li>- Autonomous work</li> </ul>