



**Erasmus+ Capacity Building in Higher Education
T@SK project**

Towards increased awareness, responsibility and shared quality in social work

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WP 2.1

**First theoretical and methodological training and updating
First training sessions (Tirana) of the T@sk Project
*Iscte***



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Track of changes

Date	Version	Comments	Author/s
May. 28 2018	v.0	Initial version of the document	Maria João Pena
May. 29 2018	v.1.0	First complete version of the document	Jorge Ferreira
May. 30 2018	v.1.5	Total Revision	Editors
June. 01 2018	v.2.0	Annex added	Pablo Álvarez
June. 04 2018	v.2.2	Final revision by editors	Editors

Editors

- *Jorge Ferreira*
- *Maria João Pena*
- *Pablo Alvarez*



**Training Module Tirana (May 21 to 25) Projeto T@sk:
ISCTE – Instituto Universitário Lisboa**

First training sessions of the T@sk Project (May 2018):

Our objectives are:

- Create a space for reflection, debate and deepening of knowledge in Social Work.

- Methodology:

- This training session has as methodology:

- Partner meetings
- open seminars
- Workshop

Program:

DATE	Hour	Theme	Metothology	Dynamizer	Support material *
21/05	9h00 – 10h00	Reception (coffee)	Meeting	Giorgia Bulli	-
	10h00 – 11h00	Presentation of the training needs of Albanian partners	Meeting: Exposure = 15 minutes each minutes	Albânia Partners	open session for particionares and students
	11h00 – 13h00	- Social Work: International Literacy - International definition Social work	Focus-group	Jorge Ferreira	International Social Work Definition / 2014 Analysis of scientific articles
	15h00 17h00	Presentation of training in Social Work: - Italy - Portugal - Spain	Meeting: Exposure = 20 minutes each Debate = 60 minutes	All EU partners	open session for particionares and students
22/05	10h00 – 12h30	Epistemology in Social Work	Workshop	UCM	Articles Bibliography
	14h00 – 15h30	The Epistemological Debate in Social Work	Workshop	UCM	Articles Bibliography
	15h30 – 17h00	Foundations of Social Work	Meeting:	ISCTE - IUL	open session for particionares and students
23/05	10h00 – 12h30	Introduction to Theory in Social Work	Meeting: Exposição	ISCTE - IUL	Articles Bibliography
	14h00 – 16h30	Theories of Social Work: Humans Rights and Psychosocial Theories.	Workshop	ISCTE - IUL	Articles Bibliography



	16h30 – 17h30	Theories of Social Work: groups	Workshop	UCM	Articles Bibliography
24/05	10h00 – 12h30	Theories of Social Work: Systemic, community and ecological.	Workshop	ISCTE - IUL	
	14h30 – 17h00	Interdisciplinary Theories and Macro Theories Social Protection System: Transversally of theoretical references of other sciences, Social protection model, European policies,	Meeting: Exposure = 20 minutes each Debate = 90 minutes	All partners EU ISCTE –IUL Univ. Firenze UCM	Articles Bibliography open session for particionares and students
25/05	10h00 – 12h30	Contemporary Theories in Social Work: Sustainability, The pillar of EU Social Rights; Social Work and Science	Meeting: Exposure = 20 minutes each Debate = 60 minutes	All EU partners	Articles Bibliography open session for particionares and students
	15h00 – 16h00	Globalization / evaluation of the training session.	Meeting:	Giorgia Bulli	-
	16h30 -18h00	Schedule of the 2nd training session in October 2018	Meeting:	Giorgia Bulli	-

* For each sub-session we must create a file of documents in English on the subjects under analysis. These files must be completed by 7/05/2018.

We propose that each partner send articles and documents to Giorgia Bulli with a clear indication of the theme they are dealing with and will organize their files for each session.

ISCTE – outputs

- 1. Teaching and training and e-training material**
- 2. Updated bibliography**
- 3. Evaluation report of the training programme.**



1. Teaching and training and e-training material

Foundations of Social Work

The Knowledge base in Social Work

The discussion about the basic knowledge of Social Work has to focus on what is considered relevant to practice.

The social worker has to answer 3 questions:

-What will I do?

-How will I do it?

-Why will I do it?

To answer these questions the social worker has to be familiar with the basic knowledge of Social Work

In Social Work knowledge has to incorporate theoretical and practical knowledge (Polanyi, 1967:7 quoted by Trevithick, 2008:1214) know about and know how.

Theoretical knowledge (Theory)

a) Theories that enable understanding about people, situations and events

They are mainly from other disciplines and cover a wide area

It is important to recognize that the users of the services - including children - have a body of knowledge about people, situations and events that gives meaning to their lives and allows them to understand others.

It is more than experience, it is an attempt to theorize or explain what is happening and why, introducing consistency to that understanding (Trevithick, 2008:1220)

b) Theories that analyze the role, tasks and purpose of Social Work

Technical-rational? Moral?

Care or control? (Howe, 1994)

Professionals need knowledge to help them formulate a complete assessment of the person's circumstances, experience and context. They need to be familiar with the models of Social Work intervention and the processes involved in that intervention.

They talk about models, theories and approaches.

Theories and models:

Theories and models are never separated from ideological, social and political meaning.

The core knowledge of SW about theories and models has evolved and changed over time in response to criticism and new contributions.

Methods of social intervention:

Different theories can be applied to each method. EX: There may be different types of individual work according to the theoretical orientations of the social worker.

Social Work approaches include areas such as community social work, feminist social service, radical, anti-racist, empowerment, and others.

They can be operationalized using a variety of methods coming from different theoretical models. They are usually distinguished by their social and political values.

The methods of SS intervention are informed by the theories and corresponding models.

c) Theories related to direct practice, such as approaches and perspectives on practice

The main theories that are presented in Social Work training are cognitive-behavioral, person-centered, task-centered, psychosocial, solution-focused, based on the forces.....

In this sense the term "practical theories" is used to describe a body of theories and a conceptual language that seeks to explain, intervene for change, whether certain aspects of behavior or a course of events.

These theories are often used in an eclectic way, in combination (Payne, 2000:332-3 quoted by Trevithick, 2008: 1221) Processes involved in SW intervention

The processes involved in the intervention refer to the different sequential phases that are present in the direct work, from the signalling to the final evaluation.



Theories and the corresponding models, methods of intervention and processes are the core of the knowledge base of Social Service

Describes how knowledge can be applied and how new knowledge can be created.

The practical knowledge also includes the personal knowledge and experience of professionals and service users, which gains a theoretical dimension here

Practical knowledge describes how theoretical and factual knowledge can be used to inform practice (Trevithick, 2008:1226)

Professionals should generate new knowledge based on their practical experiences

These are the different theories that influence social service, together they frame the understanding of social service:

a) Nature of the problem presented

b) Our role and responsibilities in relation to these problems

c) The skills and interventions that will be recommended to respond to the problems presented

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Introduction to Theory in Social Work

THEORY IN SOCIAL WORK

Process: A reflexive process on Social Work knowledge.

It is here that the first scientific moment of Social Work begins, defined by a reflexive method (Reflexivity), which guides us to an epistemological principle, supported by Research.

This guides us to the Theory that defines the models of intervention, adapted to the professional practice;

And each model uses a set of instruments, to which are associated specific methods and techniques in the field of Social Work,

Defined according to the problem; the subject of intervention, the organizational, social, family and community context, public policies and social policies and social protection systems.

Howe (1999), considers that theory is what allows us to define the ways of seeing the world and explain the behaviour of people, objects and situations.

3 elements in the construction of a theory: (Neuman, 1994):

1. Positivist Perspective:

Based on knowledge accepts different methods more appropriate to the situation;

Objective (White, 2004). Objectives of this theory: explanatory, predictive of phenomena.



2. Interpretive Perspective:

Based on knowledge: all knowledge is subject to interpretation of behaviours, attitude, means.

Interpretation of the context in which it occurs, and which integrates the means, available resources. Interpretation is relativistic and reflexive. Objectives: Understanding and empathy.

3. Critical Perspective:

Based on knowledge: Truth is imposed on the configuration of knowledge as control.

These are pluralistic theories that privilege the power of the system. Objectives: Emancipation and empowerment of vulnerable groups.

Scientific Theory Architecture:

Theory is a systematization of concepts and relationships. Theory is a systematic way of narrating propositions tested in the empirical field. (Rudner, 1966).

Theory Functions:

Accumulation: integrates collection and analysis of empirical data.

Accuracy: Theoretical thinking strengthens the conceptual clarification and the relationships between them.

Guidance: Theories test hypotheses through measures applied to hypotheses.

Correlation: Theories demonstrate how concepts articulate with one another.

Interpretation: Theories give coherence to the phenomenon and make possible the models operationalization. The theory promotes an interpretation, visualizes a concrete problem and/or defines different scenarios.

Prediction: Theories give us the perspective of intervening in the future. Proposing the revision of the theoretical and methodological matrix/framework.

Explanation: Theories promote responses to Why and How. Some authors consider this function as the most important of the theory (Burr, 1973; Homans, 1964).

One of the Pillars of Knowledge in Social Work is the dichotomy between theory and practice, establishing a dialectical relationship between knowledge and practice and vice versa.

Theory is a kind of ideal, an abstract construction far from reality, the pure sciences domain (empiricism). Practice is real, what is done, what people feel, the barriers and the difficulties.

Types of Social Theories:

Factorial Theories: In social sciences strictly, deductive theories are minimal.

We have theories characterized by a relation between propositions: Factorial Theories.

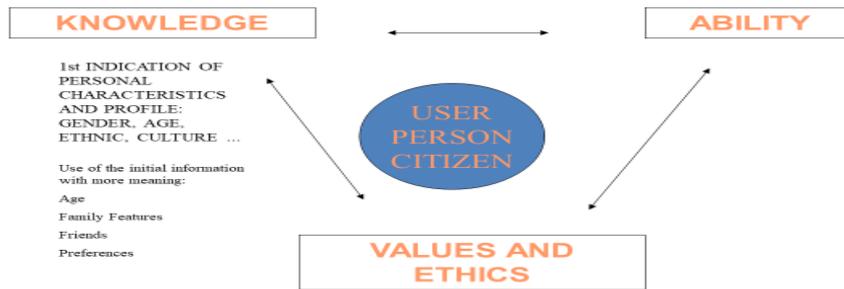
FACTORIAL THEORY: is based on components that establish a network of correlated relationships that determine thought trends.

Structural Theories: Mid-nineteenth century, a new approach to scientific theories is developed with the structural program.

The theory is built from abstract conceptual frameworks that allow us to systematize and represent the world and that are applied to reality. (Kuhn, J.Sneed, R. Giere).

Analog Model: When we want to explain an unknown system, we establish an analogy with another model already known. We develop the theory of analyzing similarities between the two models. Social theories are no more than models based on analogies with other systems already explained.

3 steps to practice social work

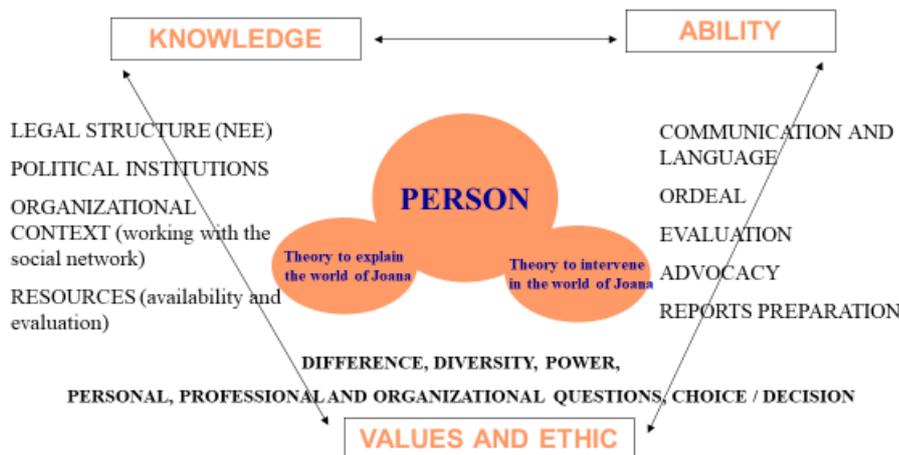


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(Authors' elaboration)

Social Work practice based in theory

3rd step: knowledge, ability and values



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(Authors' elaboration)

Practices are supported in scientific and theoretical-methodological knowledge

The Social Worker develops the intervention based on a theoretical methodological framework:

The goal of Social Work intervention is to create opportunities for the development of individual and collective capacities so that each citizen can exercise its individual and social powers and responsibilities (Active Social Citizenship/ Empowerment).

The method leads to a precision of the object of intervention, study and research.



However, the Social Worker presents difficulties in the definition of its object, namely in the process of definition of concepts and specific terminology, which calls for its deepening.

ROLE OR PLACE OF THE RESEARCH IN SOCIAL WORK

The changes and transformations that take place in contemporary society impose to Social Work the use of research as a safe and rigorous way to interpret social reality and its complexity in order to find effective and adequate responses to its object of intervention.

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PSYCHOSOCIAL APPROACHES IN SOCIAL WORK

The psychosocial approach draws on psychodynamic theory.

Psychodynamic theory is primarily concerned with the inner person – thoughts and feelings – and considers external factors only from the client’s view (Lindsay, 2013: 2)

Psychodynamic approaches have been highly influential in social work practice generally:

The unconscious and how it affects our behaviour and relationships

The influence of past experiences on the present

Defence mechanism

Transference and countertransference

Florence Hollis has been viewed as a pioneer of the psychosocial approach as she discussed the necessity to consider individuals and their environment simultaneously. (Teater,2010:7)

“It is...an attempt to mobilize the strengths of the personality and the resources of the environment at strategic points to improve the opportunities available to the individual and to develop more effective personal and interpersonal functioning “(Hollis, 1977:1308).

In the past, a psychosocial approach has been linked to the term “casework” or “social casework” (Howe 2002:171)

Psychosocial approaches provide the context in which other theories and methods should be understood by social workers, particularly as it provides the foundation for modern social work theories (Teater, 2010:6)

Much of social work practice is based on the psychosocial concepts, that social workers should consider the relationship of the individual and the environment (Teater,2010)

Key concepts:

The term “psychosocial” has been used to refer several theories, which combine concern with psychological development and the interaction between individual and the social environment

We need to consider the psychological state of the user but also the external world of issues and problems that arise out of the environment, social and material life. (Lindsay, 2013: 10).

Psychosocial approaches emphasize the importance of contextualizing the human person in relation to their social environment

Importance of internal and external factors in relation to people’s capacity to cope with the everyday stresses of modern living.

Techniques of treatment:



Direct treatment

Techniques that build the worker-user relationship

Direct influence

Exploration, description and ventilation

Person-situation reflection

Indirect treatment

Provider of resources / locator of resources / interpreter / mediator

The heart of the psychosocial approach lies the relationship created between the service user and the social worker.

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Social Work Models

Theory and Method

Theory helps to predict, explain and assess situations and behaviours, and provide a rationale for how the social worker should react and intervene (Teater, 2010:1)

Methods are the specific techniques and approaches that social workers utilize in their work with clients to accomplish tasks and reach specific goals (Teater, 2010:1)

Theories inform of the type of method that is most appropriate.

The concepts “theory” and “method” are both independent and interrelated;

Method is what the social worker does when is working.

Theory is what you think about a situation and a method is what you do given your thoughts about the situation.

As interrelated concepts, a theory often informs social workers as to the type of method they should use.

Theory assists in understanding and the method instructs the social worker in what to do in response.

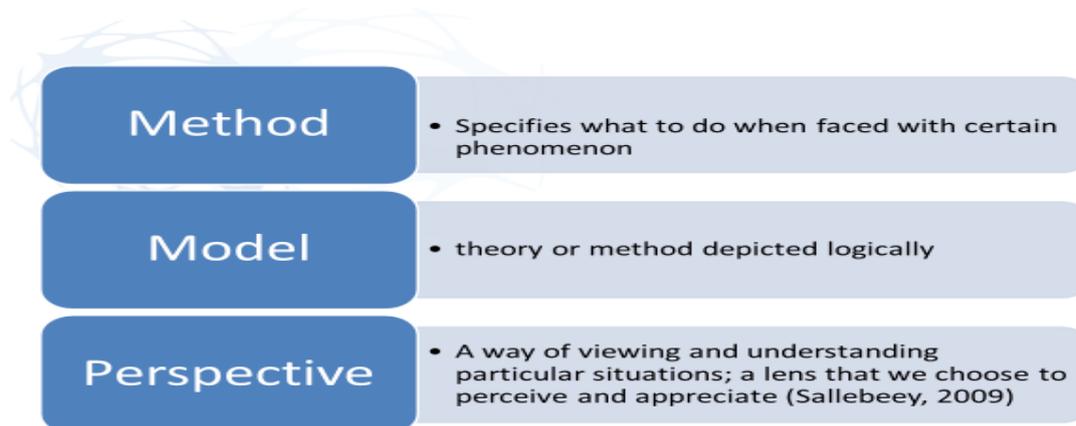
The concept of model in social work:

Viscarret (2007) points out the concept of a model in social work, introduced in the 1970s, seeking coherence in the different stages of intervention;

The concept of model refers to a unity between the theoretical and methodological aspects, functional and philosophical (Viscarret, 2007: 65);

The model is a simplified and schematic construction of reality that arises from a theory;

The model translates an explanation of reality; differs from theory because it explains a set of phenomena of a discipline while the model contains a referential schema to guide practice (De La Red, 1993: 31 quoted by Viscarret, 2007: 65);

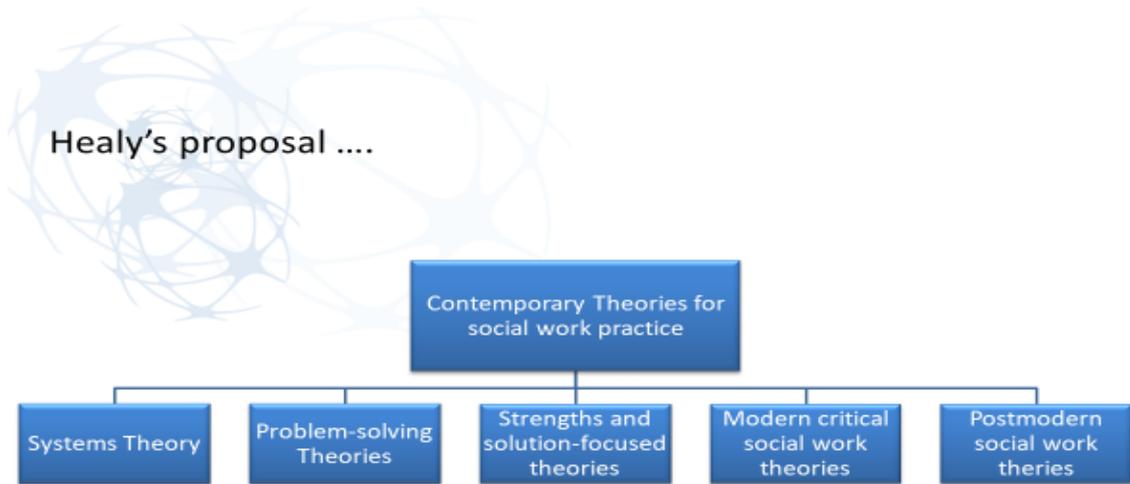


Source: Teater, 2010

Social workers intervene according with theories and methods but does not mean that we can't include other sources of knowledge (Trevithick);

knowledge as "facts, information, and skills acquired through experience or education; the theoretical and practical understanding of a subject" (Pearsall and Hanks, 2003:967 quoted by Trevithick, 2008:1213);

Theory as "a supposition or a system of ideas intended to explain something" (Pearsall and Hanks, 2003:1829 quoted by Trevithick, 2008:1213).



Source: Healy, Karen (2014:7)



Social workers can utilize a single theory or method, or they may choose to take an eclectic approach. An eclectic approach involves the social worker selecting different theories and methods and combining all or various aspects of them in practice (Teater, 2010:6).



Source: Trevithick, 2008



Framework to help the choice of what model to employ:

- a) The assessment of the situation;
- b) The agency context;
- c) The worker's approach and skills;
- d) The service user's ability and supports (Watson and West, 2006 citado por Lindsay, 2013: 192).



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Systemic approaches in Social Work

Theoretical Foundations:

General systems theory is based on the work of Von Bertalanffy (1968);

A system is defined as “a complex of elements or components directly or indirectly related in a causal network such that each component is related to at least some others in a more or less stable way within a particular period or time”;

General systems theory place emphasis on the interactions, interrelations, interdependence and transactions between various systems (Payne, 1991).

Basic Assumptions of general systems theory:

The whole system is greater than the sum of its parts;

The parts of a system are interconnected and interdependent;

A system is either directly or indirectly affected by other systems;

All systems have boundaries;

All systems need to maintain homeostasis or keep a steady state.

Application of general systems theory to social work: systemic approaches:

The first to apply general systems theory to social work were Pincus and Minahan (1973; 1977);

These theorists believed that social systems were open systems and therefore could provide a framework for social workers in their assessment of individuals, families and communities, and provide various targets of intervention when attempting to facilitate change in a system. (Teater, 2010:17).



When applying this theory to social work, the basic aim of utilizing social systems theory is for assessing and for determining the target system or subsystem for intervention or to bring about positive change.

Based on this assessment, the social worker can best determine which system or subsystem requires intervention to bring about the necessary change (Teater,2010:20).

The focus is that people rely on systems in their immediate social environment to achieve a satisfactory life, so social work must focus on these systems. They distinguish 3 types of systems:

- Informal or natural systems (family, friends, colleagues ...);
- Formal systems (community groups, unions ...);
- Societal systems (hospitals, schools ...).

The tasks of social workers are:

- √ Helping people to use and improve their own problem-solving skills;
- √ Building new connections between people and resource systems;
- √ Helping or modifying interactions between people and resource systems;
- √ Improve interaction between people within resource systems;
- √ Helping to develop and change social policy;
- √ Give practical help;
- √ Act as agents of social control.

The systemic approaches stress the need to assess the interconnections and interdependence of systems and how these interactions are feeding the presenting problem. The goal is to intervene in one or more systems to alleviate the presenting problem and return the client to homeostasis or a steady state (Teater,2010:35).

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«Human Rights: a theoretical framework for Social Work education»

Social Work, as an area of scientific knowledge in the field of social and human sciences:

Integrates a theoretical and scientific approach to Human Rights.

In the exercise of the profession, the social worker applies Human Rights within a theoretical framework of his own reference based on the scientific dimensions of Social Work (principles and values).

Human Rights in Social Work Education:

Education for Human Rights was declared by the World Conference on Human Rights (1993) as essential for the promotion and realization of stable and harmonious relations between communities and promote mutual understanding, tolerance and peace.

Human Rights and Social Work: Theory or Philosophy?

Human Rights arise in the public debate in the post-World War II period, with the participation of social workers in the processes of collective mobilization and community intervention actions (Ferreira 1994, Oliveira 2004, Almeida 2009, Varela 2014).

Human Rights in contemporary society, they are integrated in the macro theory of Social Work and are considered as fundamental for the promotion of professional practices: of protection and emancipation of the population (general) for specific groups characterized by social, economic and cultural vulnerability (specific).

When considering Human Rights as a macro theory of Social Work:

we recognize them as a theoretical reference for practice.

This requires concrete intervention models that are based on the principles and values of Human Rights and not only on the recognition of these as a humanist philosophy that guides professional action.

Human Rights and social welfare are framed with greater emphasis on radical, critical and activist practices of social and human development and counselling.

Fundamentals of Human Rights as a theoretical and sustainability basis of Education in Social Work in Contemporaneity:

To illustrate this issue of the foundations of Human Rights as a theoretical basis of Social Work, we explain in the following table the relationship between two dimensions: the principles and values of Social Work in comparison with the articles of the Declaration of Human Rights (1948).).

When asked about whether Human Rights are a philosophical or theoretical basis, we do not hesitate to affirm that they are integrated into the most macro theory of Social Work and are considered as fundamental for the promotion of professional practices of protection and emancipation of the population, so that we recognize them as a theoretical reference for practice and not only in the recognition of these as a humanist philosophy that guides professional action.

Analyzing Human Rights as a theoretical framework of Social Work allows defining different intervention models that respond to the individual, collective and political dimensions of the person and society. For this reason, the method of critical reflection must be explored and applied with greater emphasis, since this would contribute to more effective responses to people's social problems and promote social change.

We also want to emphasize that human rights education requires a holistic and interdisciplinary approach in the entire fields of intervention of the social worker.



These constitute experimental fields of human rights learning, since their values, skills and critical thinking can only be acquired through experience and practice.

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Ecological Theory

"Ecology "gains expression and form in two semantic fields:

being able to be understood on the one hand, the part of biology that studies the relations of living beings and the environment in which they live as well as their reciprocal influences, on the other, the branch of sciences that studies the structure and development of human communities in their relations with the environment and its consequent adaptation to it.

Rosenberg- there are at least seven different levels of sociological analysis, the individual, the group, the organization, the ecological, the institutional, the cultural and the societal.

The ecological theory of human development studied by Bronfenbrenner:

with the goal of improving training and research in today's environments in which human beings live and develop. This is a new theoretical perspective on scientific research on human development.

Human development, as a "lasting change in the way a person perceives and deals with their environment." This theoretical conception of the environment goes beyond the behaviours of the individuals and includes them in functional systems, within the diverse environments Thus, "the ecological environment is conceived topologically as a fitting organization of concentric structures, each contained in the following. These structures are called micro-, meso-, exo- and macrosystem ".

Intersected levels, from a microsystem to a macrosystem: the children's activities and the face-to-face interactions they have with parents would be involved in the microsystem.

The mesosystem would cover the different microsystems in which the children are involved.

The exosystem, refers to that context in which the child does not participate directly, but of which it has a direct influence.

In the macrosystem : the cultural values, beliefs, institutions, and physical and social resources that are common in a group are more widely considered.

Thus, we can have as examples of objects of study such as:

the contact between mother and new-born, personality mismatches arising from creation, social attachment and developmental aspects of institutionalized children and family relationships.

Human development ecology is located at a point of convergence between the disciplines of the biological, psychological and social sciences as they relate to the evolution of the individual in society.



is a relevant theory to understand how special educational needs arise, for it is during development that they gain proportion. The child when born is involved in various systems, growing within them and developing.

Sometimes the failure or absence of one of these systems, as an example of the family, can provoke in the child a need that later will have repercussions.

The special educational needs, as well as the learning difficulty, can originate from this failure or absence, since the previous development of the child was not made as a whole, with missing parts.

It is essential that its pedagogical action contemplate the pillars proposed in the Delors Report:

- learning to learn, learning to do, learning to live together and learning to be. In this way, it is necessary to create educational opportunities that bring students with special educational needs to the appropriation of knowledge in a critical and reflexive way, that make possible the construction and development of the necessary competences for their autonomy and participation in society, from the stimulus and valuation of group work.

Eco-social Social Work/ Eco-social Model

Challenges:

Satisfaction of needs and creation of well-being for every world-citizen with maintaining 'natural capital'.

Requires:

a just distribution of welfare

a new vision on well-being

Means: transition into another society

Levels of Practice:

Micro - Direct practice with individuals and families

Mezzo -Groups

Macro Organizations and communities

Being able to work with a variety of issues

Being able to work with diverse client systems

Being able to influence change at multiple levels

Environmental issues are linked to the basic questions of social work (living, equality, justice and survival of the vulnerable groups) (Gray. 2012; Besthorn & Meyer 2010; Hetherington & Boddy 2012).

Need for a new ecological paradigm in social work, which emphasizes that environmental problems results from the same pressures that create social injustice.

Opens new perspectives and opportunities to act according the principles of sustainable development.

Taking environmental issues into account in social work's strategies and action



Critical questioning of the conditions of global capitalism in the name of vulnerable people and vulnerable environment.

This search of new meaning lies in:

Human Rights

Citizenship

respect for the minorities

preservation of life and nature

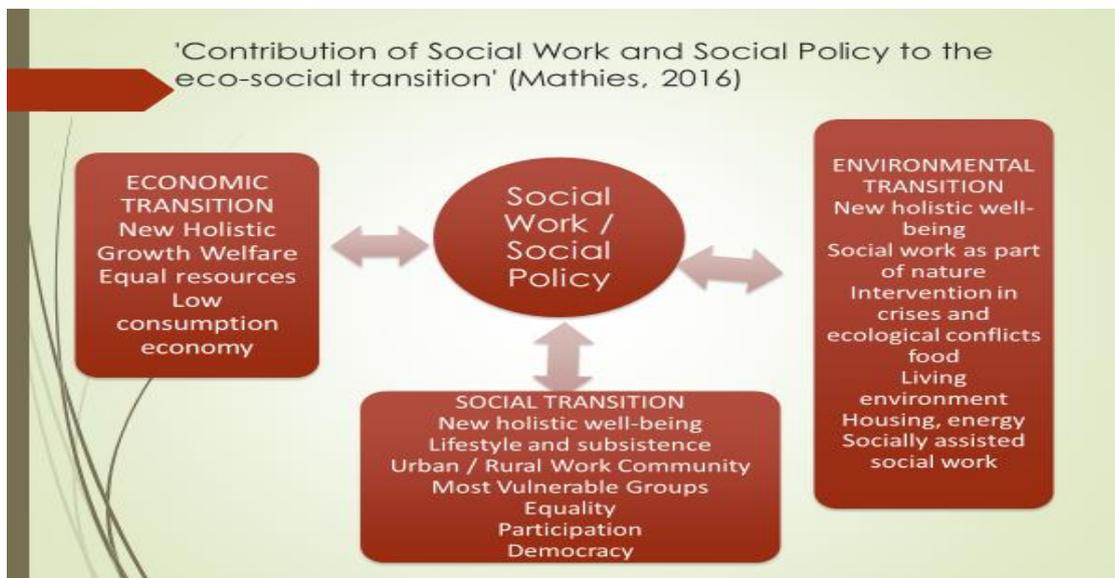
liberty and responsibility

Enables Social Worker Intervention:

- Promote social transformation/change
- Promote the empowerment of the individuals
- Meet and answer the challenges faced by social workers in a complex globalized world.

In the area of sustainability, we also find the cross-debate between Transformation and Transition.:

Transformation is a concept widely used by the Germanic Current (Transforming Social work Elsen,2011). Transition, a more global discussion concept on the paradigm of city, community transition (Hopkins, 2011) and as an ecossocial movement. Transition and transformation incorporate a strong normative and pragmatic character of the argument that addresses the political processes from the local level to the global level as well as practical models of change from different areas of human life.



Mathies:2016

Potentialities of an Eco-social model:

A combination of systems concepts and ecological framework

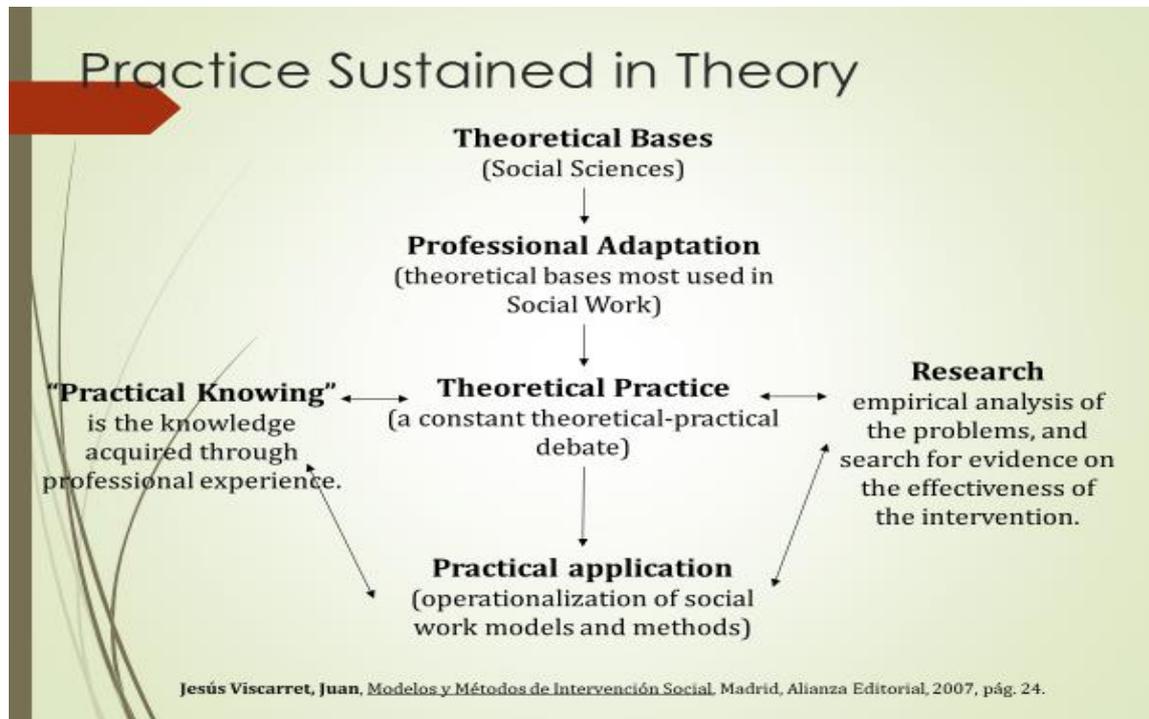
Holistic view, focused on the interaction among and between the parts to make up a whole



Theory that serve as a bridge between professionals from different fields and for the field practice and research

The environmental issue analyzed in a context of sustainable development introduces significant changes in social and academic settings to the necessary interdisciplinary approach and critical process.

Possibility of a never-ending relation/connection



Ecological-Systemic:

According to the authors under the systemic-ecological model, the person needs, problems or problem situation are inserted in three interrelated areas:

The transitions that involve evolutionary changes, changes in roles and statutes and crises in the life cycle.

The insensitivity of social and physical means.

Difficulties of relation and communication in families or other primary groups.

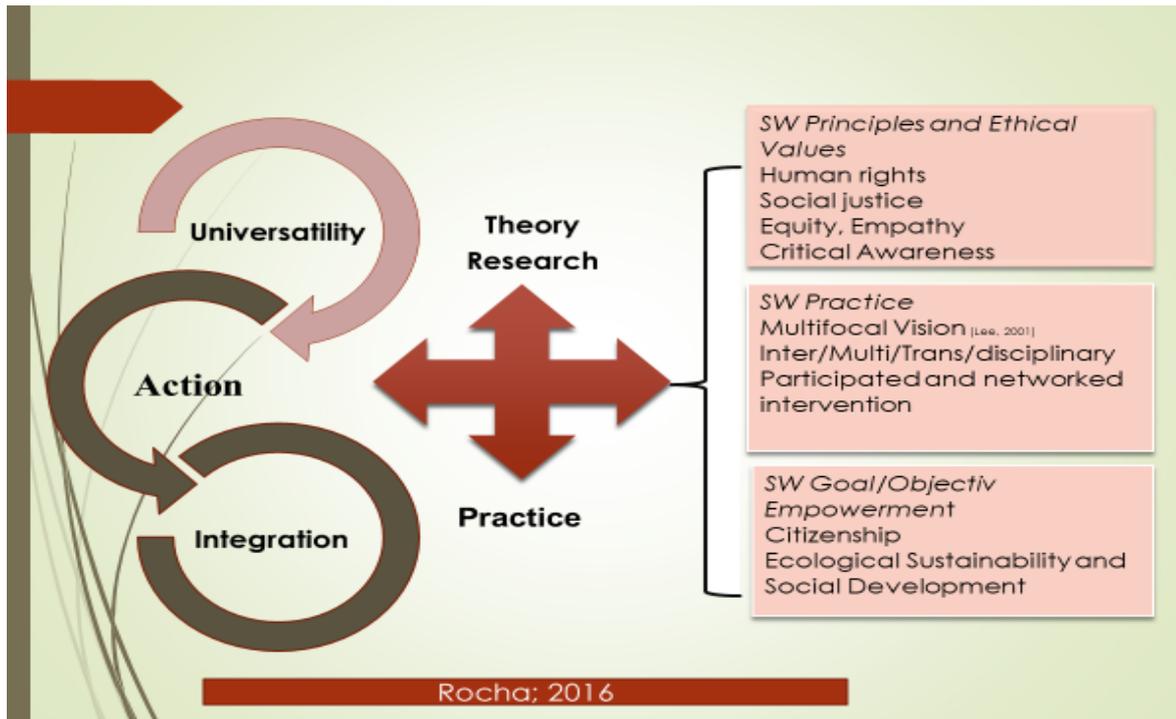
In the initial phase of the intervention process, it is necessary to consider the following steps:

Cognitive and affective preparation (analysis of the data of intervention subjects).

Input (listen to the concerns of the intervention subjects).

Exploration (determine form of intervention).

Contract (participation of the subject in the definition and resolution of the problem).



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Interdisciplinary Theories and Macro Theories Social Protection System: Transversally of theoretical references of other sciences, Social protection model, European policies,

Social Work: intervention - research



The organisation of work has in recent decades incorporated new approaches identified with both disciplinary and multidisciplinary teamwork. The interdisciplinary approach has characterised good practice in the quality of the response to the citizen. Approaches more focused on the day-to-day reality of service operations by emphasising phenomenology through the recognition of the subject as a partner in action. Thus, the institutional space becomes a laboratory of social reality analysis promoting methodologies of action research.

In accordance with the profile and training of the social worker the scope of higher education embodied in the Bologna declaration, professionals integrate a research function into their professional practices, as scientific competence identified with the profile. Intervener-researcher. (Ferreira, Perez & Pena; 2018). In this context, the social worker promotes an emancipatory process, through practices geared to developing the power of action (empowerment)

In the last two decades, Social Work International has developed two models of professional practice, called Evidence Based Practice (EBP) and Practice-based research (PBR), which we present briefly. (Dodd & Epstein;2012).

Table 1. "Research - Intervention"

EBP - Evidence Based Practice	PBR- Practice-based research
Inductive practice	Deductive practice
Quantitative and qualitative metodos	Qualitative metodos
Systematize and review the literature on the problem (documentary research)	Identification of the problems of the subjects of attention
Enabling research to be carried out	Characterization of the subject
Designing an informed intervention through research	Define interventions
	Drawing up an intervention plan
	Assessment

Source: Author's elaboration

The triangle of knowledge and innovation in social work: a methodological proposal for a reflexive practice

"The most crucial step in the course of becoming a qualified social worker depends on you being able successfully to bridge the gap between the theory and knowledge that you learn during training and the way that you practice when you are working in the field with service users" (Howe, 2009).



At present, Social Work is part of the social movement for a change of paradigm, guided by a constructivist philosophy, centered on the competences and capacities of the citizen, in an interaction with the partnership in a logic of collective action based on an intervention in a Network, with the aim of co-constructing a social citizenship that promotes the recognition of the whole citizen as a subject of rights and essentially of his Human Dignity (Human Rights approach).

A new paradigm for social intervention based on the principle of cooperation and the transversality of knowledge and social responses. In the configuration or reconfiguration of a new professional intervention, two essential dimensions are integrated, ethics and interdisciplinarity. An intervention that includes the Subject/Citizen as an active and participative partner in the professional's action.

Social Work are the expression of public policies at technical and organisational level, generally aimed at improving the quality of life and preventing or eliminating social marginality of any citizen or community.

Increasingly, the situations placed in Social Work are becoming more complex, making it more difficult to draw up professional intervention plans. Therefore, it is necessary to integrate in the intervention process the research dimension for an informed practice.

The aim of the Knowledge Triangle is to highlight that research and everyday practice provide us with the information we need to innovate and improve services. The objective of the training is to help professionals to gather and use this information, using the reflexivity method. The reflexive method (Reflexivity) guides to an epistemological principle supported in Research, as well as in the Theory that defines the models of intervention, suitable for professional practice. Each model uses a set of instruments, to which specific techniques in the field of Social Service are associated, defined according to the problem, the subject of intervention, the organisational, social, family and community context, public policies and social protection systems.

Ethics and Interdisciplinarity as a basic principle of child protection intervention.

Social Work, within the framework of the social and human sciences, has its ethical foundations in the issues of human rights, human dignity, social justice and self-determination of the person/citizen as subject, presenting, within the epistemological framework, "the interaction continues with its empirical field of action, in the relationship it establishes with the individual and collective subject, with the community, with institutions/organizations and with society. It is in this web of relationships and interactions that the epistemology of Social Work must be identified and built". (Ferreira, 2011b, 2011a:67).

Over the past two decades, we have witnessed a renewal of professional practice, with individual, group and community practices giving way to interdisciplinary practices. Practices that are emerging in a new theoretical framework and in new paradigms of intervention, namely partnership.

An interdisciplinary intervention is contextualised within an ethical framework that allows and facilitates it. Starting from the concept that ethics is a framework of values that informs our practice. It is an environment that inspires professional action. It gives shape and meaning to practice. It is a principle of freedom that leads to the autonomy and citizenship of the subject and constitutes an attitude towards life (principles and values).

According to this reference framework, it is important to understand certain principles that guide interdisciplinary intervention, i.e:

- Interdisciplinarity is not only the meeting of different disciplines, but also and more generally the passage between different realities;
- Interdisciplinary practice consists of circulating concepts and objects;



- Interdisciplinarity facilitates the handling of concepts and objects by different actors;
- Interdisciplinarity implies a metalanguage that in principle respects the heterogeneity of knowledge.

Another underlying principle is the innovation of practices. The intersection between disciplines makes it possible to discover and allows a more integral and less partial vision of problems. This always allows you not to be a prisoner of a method or methodology.

The question of ethics becomes visible in an interdisciplinary intervention when the professional knows how to position himself in this intervention and in direct intervention. It is also visible in Knowing, Knowing how to do, Knowing how to be.

The issue of trust is another key element of interdisciplinary action. Trust in the perspective of the relationship between institutions and between partners. Interdisciplinarity presupposes an ethic of trust based on the principle of human relations and the sharing of values and norms governing professional intervention.

Partnership as an intervention paradigm for the promotion of children's rights:

- Today, partnership is a paradigm that questions the attitudes of professionals and their identities. Since partnership is not a concept, since it does not establish a new theoretical field, it is a paradigm or a reference framework for public action.
- Supporting partnership in the creation of relations between services or institutions whose main objective is to promote a common response requires a new professional ethic in terms of values, professional attitudes, organisation of social resources and public and private services.

It is in this context that new ethical problems arise in the practice of professionals, faced with the framing of their technical action in a new paradigm of intervention and the organisational model of institutions positioned in the classical and traditional currents.

The partnership has brought a new organisational order to the design of the technical/operational, organisational and social matrix. It is in this triad that a new, more participative and interactive ethic will have to emerge.

An ethic that integrates the principle of cooperation and the transversality of knowledge and social responses. An ethic which, in the logic of partnership, includes the subject or citizen as an active and participative partner in the professional's intervention. Building a partnership relationship involves five essential aspects: ethics, responsibility, conflict, sharing and difference.

Another dimension associated with the partnership is the construction of professional intervention networks. At this level too, ethics is an essential element in the success of any network, insofar as we understand the network:

- It is an intervention strategy;
- Strengthens when partners discover opportunities for convergence of interests;
- It is a potential for other relationships (not just problems, they make friends);
- It is the starting point for new interventions, the source of new ideas and new skills.

Ethics is another dimension that interacts with the partnership. Today it is undoubtedly the use of new information and communication technologies. The introduction of new technologies in the work of



professionals requires rethinking working methods and interactions between partners, reshaping organisations and asking questions about the management of this information and forms of access.

However, this practice, which in principle emerges to assist the work of the professional, raises several ethical questions:

- Confidentiality of information;
- The security of the computer system;
- Dimension the public dimension and confidentiality of information;
- Guarantees restricted access to information.

So, to conclude this point, I leave a question for reflection:

How do we manage the recording of data in the individual user file, before the manual file, now a computerised file? What added value and new consequences? If not before the concern for copying, access to information.

If so, why is this process so much easier?

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3. Evaluation report of the training program.

Evaluation on the theoretical framework of education in social work

Training in Social Work since its inception has been very intervention-oriented (the domain of social practices). Today, Social Work faces a new challenge, namely that of research in Social Work in order to:

- To problematize current social issues (problems), having as a goal the enhancement of theoretical-operational and investigative skills for the professional exercise of the social worker.

According to the International definition of Social Service (Melbourn, 2014/ IFSW): "The Social Work profession promotes social change, problem solving in human relations and empowerment and autonomy of the person to improve his/her well-being. Social Work, through the use of theories of human behaviour, indigenous knowledge and social protection systems, intervenes in people's problems in the surrounding social context. The principles of human rights and social justice are fundamental to social work.



The Bologna Goals and the changes in the teaching paradigm, promoting mobility, flexibility and comparability, based on the European Credit Transfer System (ECTS), with a view to promoting employability, and promoting European cohesion through knowledge and innovation in a competitive and attractive European area. To concretize the development of a new paradigm of teaching organisation, centred on the student and on the objectives of training, through which a transition is made from the traditional curricular system, based on the juxtaposition of knowledge, to a system centred on the development of extended curricular areas, designed according to the objectives and the mobility of the training to be pursued. To reconvert the role of the university, clearly linked to a model of active citizenship and the universality of democracy, freedom (in research and training) and multiculturalismo.

New challenges for higher education institutions: entrepreneurship, innovation, excellence, merit, creativity, flexibility and the capacity for risk.

Bologna imposes a new order for higher education or is oriented towards the market segment, so it integrates in its process such dimensions, curricular changes to training plans; partnership between University and Civil Society; internationalisation and Transfer of ECTS; individual responsibility of the student in the training process, creating the so-called open curriculum.

Bologna brings with it one of the fundamental dimensions in building a more cohesive single European area, to promote a Higher Education System in Europe, based on the responsibility to prepare/train professionals (technicians and researchers) with impact and consequence on European society and on sustainable economic development and social cohesion. The conception of Social Work based on principles of Knowledge and Theoretical Knowledge, recognized as necessary resources for the development of an effective intervention with the subject.

The field of practical training in social work should be highlighted in the study plan in a relationship articulated between theoretical knowledge and practical experience.

The Curriculum Internship, it is the dimension of excellence of training in Social Work as an area of knowledge of the social sciences and humanities. The internship, it is configured as an experiential dimension of scientific knowledge in professional practice and certifies the technical skills acquired by the student for the exercise of the profession and integration into the labour market.

The process of training in Social Work, It must keep pace with current trends in a globalised society, preparing professionals for the design, diagnosis, intervention, evaluation and research of new social issues in contemporary society, thus integrating itself into the international thinking of the Social Work:

- Evidence based practice in Social Work;
- Research based practice in Social Work.

Reflect social work training in all the orientations of the Bologna Declaration for Higher Education, in a close relationship with the people:

- principles and foundations of Social Service (Human Rights);



- Self-determination;
- Social Justice;
- Human Dignity);
- In the context of a market-oriented higher education model based on Education - Skills Learning.

The different study plans in Social Work (Bachelor's, Master's and PhD), should be based, on a reflexive look at the macro-economic-political-social and cultural system of contemporary society, seeking to systematise fields of action of the social worker in a correlation with the matrix of social and human development.

The current training model, it is a dynamic model and attentive to new social problems:

Focusing on Student/ Stimulating the student to develop their personal and professional skills;

- **University / Market Relationship/** to provide, through supervised curricular internships and inter/transdisciplinary training, the development of Intervention and Research skills in Social Work;
- **Social Dialogue/** deepening the relationship between Training and Professional Practices of Organisations;
- Promoting **Integration** in the Labour Market.

Thinking about Social Work training in a period of World History, characterized by, A new paradigm of society, identified with social citizenship; a global health, social and economic crisis, the debate on which is reviving "capitalism"; a single European area, facilitating the free movement of persons and workers since 2010; a European social model under discussion.

E-Social Work or Digital Social Work:

It is necessary to promote the training of minimum digital and technological skills in the Social Service study plan, facilitating on the one hand teleworking and on the other hand ensuring a social response to all citizens in need.

Digital Social Work or E-social work can be understood as a field of social action in which subjects, communities and groups have needs, and it is possible to develop intervention programmes, develop research projects and design public policies to satisfy them. Systems resulting from digitisation processes must be dynamic and proactive as intelligent decision support systems that help us to deal with problems quickly and efficiently and new perspectives for the future.

It is also important to introduce the concept of virtual client and its interaction through the mobile device and through a user-friendly interface with different software applications, which will provide a personalised service for the user.

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