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MIELI ŽURNALO SKAITYTOJAI,

Šis žurnalo numeris Jus kviečia įsigilinti į dvi esmines temas. Pirmoji tema skirta socialinio darbo profesionalizacijai. Straipsniuose aptariami socialinių darbuotojų kompetencijų, socialinio darbo metodų ir kontekstų klausimai. Antroji tema skirta socialinio darbo mokomajai praktikai. Tęsiame tradiciją šiame žurnale skelbti kliento perspektyvą atskleidžiančius tekstus, taip pat interviu su reikšmingą socialinio darbo patirtį turinčiais žmonėmis. Visi šie straipsniai originaliai perteikia savitą tyrimų, studijų ir praktikos patirtį.

Šis žurnalo numeris atspindi platų socialinio darbo profesijos, studijų ir praktikos lauką. Keliame klausimai, reflektuojama patirtis, aprašomi tyrimų rezultatai, apibūdinami intervencijos metodai. Tikiuosi, kad platus tematinis laukas sudomins skaitytoją, pakvies jį naujiems apmąstymams, suteiks inovatyvių idėjų ir paragins imtis aktyvios socialinio darbo veiklos.

Jūsų

JONAS RUŠKUS

Vyriausiasis redaktorius

SOCIAL WORK. EXPERIENCE AND METHODS 8(2)

STRAIPSNIŲ SANTRAUKOS. SUMMARIES

1. S. JONES

DORINIS SOCIALINIS DARBAS IR KRITINIS MĄSTYMAS

Socialinio darbo profesijos istorija apima nuo filantropinės veiklos iki asmens įgalinimo, emancipacijos idėjų, asmens teisių pripažinimo, atstovavimo ir įsitikinimo, kad socialiniai darbuotojai turi išsiugdyti kritinį požiūrį į savo atliekamą praktiką. Šiame straipsnyje autorė pateikia keletą idėjų apie kritiškumą ir dorinę etiką socialinio darbo praktikoje, kurie padeda socialinio darbo profesionalams kasdien dirbti su klientais.

Socialinio darbo praktikoje svarbu vadovautis ir taikyti socialinio konstrukcionizmo idėjas bei laikytis kritinio požiūrio. Socialiniai darbuotojai gali tai pasiekti keldami kritinius klausimus, kurie leidžia pamatyti, kaip socialiniai ir politiniai diskursai sukonstruoja asmenines ir visuomenines problemas. Kritinis požiūris socialiniame darbe yra esminis elementas, naudojamas siekiant dekonstruoti, kaip tam tikri asmenys ar net visuomenės sluoksniai yra įstumiami į krizę. Taip pat šis požiūris sugriauna kliento, kaip aukos, traktavimą, išryškina ir pabrėžia klientų emancipuotą prigimtį. Kritiškas vertinimas,

kritinė analizė ir sintezė yra kritinio mąstymo ir gebėjimo užduoti kritinius klausimus rezultatai.

Aplinka, kurioje veikia socialiniai darbuotojai, yra nenuspėjama, nepastovi, dinamiška. Socialinis darbas gali įžiebtį savo srities moralinius debatus, kurie ima priklausyti profesijai. Dėl to nebelineka poreikio adaptuotis prie išorinio moralinio pagrindo. Tai įgyvendinti padeda Tarptautinės socialinių darbuotojų federacijos etikos kodeksai. Doriniai-moraliniai debatai, kurie taip pat grindžiami kritiniu mąstymu, įgalina socialinius darbuotojus kasdienėje praktikoje būti ne tokius funkciškus, bet kūrybiškesnius. Pasiiektas moralinis dorybingumas atliekamoje praktinėje veikloje socialiniams darbuotojams leidžia jaustis tikriems dėl priimamų sprendimų tinkamumo.

Keldami kritinius klausimus, socialiniai darbuotojai gali geriau suprasti moralinę erdvę, kuri daro įtaką profesiniams veiksams. Tokie klausimai ir žvilgsnis į atliekamą praktiką per vertybinę prizmę leidžia maksimaliai sumažinti tikimybę, kad socialinis darbas virs demoralizuojančia profesija.

2. R. MAKŠTUTYTĖ, L. VAŠKEVIČIŪTĖ

PROFESSIONALITY OF SOCIAL WORKERS IN AN ASPECT OF COMMUNICATIVE PERSPECTIVE

Social work in Lithuania is a new profession which is orientated to complex problematic areas. Social worker and his client professionally interact in complicated systems and in intensively changing environmental conditions. These dynamic circumstances raise tensions and conflicts. In the direct social worker's contact with clients it is extremely important his communicative competence. It is a complex physiological, psychological and social process that allows social workers to interact and exchange information. The article questions the social worker's professionalism, emphasizing on the decision-making, professional relationship and conflicts.

The object of research was social workers' communicative competence. Purpose of the article is to present the main results of the research to reveal the social worker's professional communication aspect. The researchers sought to answer the following questions: 1) How social workers practitioner shall act in a professional relationship with a client? 2) What is a professional relationship between social worker and his client? 3) How social workers treat the emerging practice of conflict situations in a professional relationship with clients?

The second-year master degree students of Social Work Department in Vytautas Magnus University made a quantitative research in September-November, 2010. The article presents the results from the survey's questionnaire's part

“Professional social worker’s and client’s relations” to identify the most important research results.

The study included 60 social workers from the public sector non-governmental organizations providing social services. A factor analysis and secondary factor analysis (ANOVA test) were made.

Based on decision-making, relationship and conflict aspects, eight statistically for respondents significant factors has been identified: cooperation, avoidance of change, maintaining contact, unconditional pursuit of the outcome of a dominant position, informal relations, ignoring the opinion and conflict avoidance.

3. B. ŠVEDAITĒ-SAKALAUŠKĒ, V. GEVORGIANIENĒ

SOCIAL WORKERS’ MORAL DILEMMAS WORKING WITH OUTREACHED CLIENTS: INTERNATIONAL QUALITATIVE RESEARCH

A couple of years ago several European universities formed a network aimed at enhancing cooperation in international research. The first research focused on the outreach approach in social work. The term “outreach” is meant to describe certain methods which a social worker uses in order to reach the most excluded clients (such as lonely elderly people, street children, etc.). The aim of the research is to investigate what moral dilemmas social workers encounter while using outreach method in their work. Researchers of 4 European universities (Utrecht, Berlin, Tartu, Vilnius) conducted 10 half-structured interviews with social workers who use outreach taking as a base the same research questions; content analysis was applied for the data processing. Few moral dilemmas in using outreach were identified: to obey a rule or to break it (on behalf of a relationship with a client); to justify a client or to condemn; can help be compulsory; closeness or distance: should we “live the same life”; the interests of an institution or the ones of a client; to administer help or to really help? All dilemmas articulated by social workers manifest an “inner contradiction” between their personalities and professional requirements. This inner contradiction is either enhanced or softened by the policy of the institution in which a social worker works. The difference between Western and Eastern European countries have manifested mostly in this aspect: Western social workers feel more supported by their agencies. When solving moral dilemmas social workers of all countries tend to reserve personal values and professional ethics in a personal relationship, to be a representative of a client – not of the institution. The results testify that social work practice is a moral practice and a social worker must be prepared that his/her own moral standard will constantly be challenged.

4. S. KRATAVIČIŪTĖ

QUALITATIVE RESEARCH IN THE PENITENTIARY: CONVICTS' PERSPECTIVE

In this article by using a literature review method there is a focus on philosophical nature and scientific meaning of a qualitative research, which is carried out with the convicts in the penitentiary. The qualitative research, based on *Insider View* sociological principle, reveals the perspective of a convicted person who experiences social stigma and allows us to know his/her subjective experience. Therefore, such a research, focused on human experience recognition, is based on *social constructionism* ontology and *phenomenological* epistemology.

In the article it is written about the logic of *Participatory Action Research*, its scientific value and practical meaning for the convicts in the penitentiary. *Participatory Action Research* is based on the principles of social involvement, empowerment and change, when the research participants, the convicts themselves, become active characters who solve their own social problems. *Participatory Action Research*, increasing the research participants/convicts' consciousness, makes an opportunity for them to generate the ideas of social change in a team and create together the strategy which could improve their situation.

In the qualitative research an informant/convict is perceived as an important participant of a research process, expressing subjective meanings of a social reality; therefore, he is valued as an investigator of social world phenomena and as the best expert of his own experience and life. The qualitative research *validity* in order to guarantee the *reliability* of the conclusions is achieved by using *member checking*, i.e. involving informants as active participants into the analysis of the obtained data and the process of creating research results.

5. A. MALINAUSKAITĖ

EFFECTIVE METHOD OF PROMOTING SOCIAL AND EMOTIONAL COMPETENCES IN KINDERGARTEN USING PREVENTIVE PROGRAM "LUBO FROM OUTER SPACE!"

Our behavioral standards and limits are determined by the society in which we live, which also holds certain expectations regarding our conduct in the surrounding environment. Therefore, if we strive to live a full-fledged life in harmony with the surroundings, we need understand the significance of the role played by our skills and abilities in the field of communication and relations with other people. The ability to develop relationships and socialize is closely related to emotional skills. We could hardly be able to interact

with each other successfully if we had developed no empathy, which is our ability to recognize and share feelings with the environment, another person or situation, or if we had failed to learn to rationally control our emotions. It would be hard to start any relationships if we could not even understand our own feelings. The new studies confirm that emotional competencies are the basis for the development of proper social conduct (Petermann, Wiedebusch, 2003, based on Hillenbrand et al., 2009). The exposure of proper behavior requires more than just the possession of individual knowledge and skills in the field of socially competent behavior. One must also know how to use such information in each particular situation. Therefore, the core condition for socially competent behavior is the ability to properly understand the situation, evaluate and empathize with it as well as to be able to use self-control (Fydrich, Bürgener, 1999; Petermann, 1999). It is especially important to foster social and emotional skills at the beginning of their development, i.e. in their pre-school stage, to prevent behavioral disorders in children (Hillenbrand, Henneman, 2005). Most importantly, we should encourage children to learn how to understand their emotions and control them as well as develop the ability to empathize with others. Social employees and kindergarten teachers point out that this field especially lacks the methods and possibilities for an effective promotion of the development of social and emotional competencies, the demand for which is particularly high when working with the children from higher risk groups. The preventive program "Lubo from Outer Space!" supports positive behavior of children and facilitates the everyday life of children in kindergartens. The methods used in the program are based on the promotion of social and emotional competencies proven effective by scientific researches.

6. G. BLAŽYTĖ

PREKYBOS ŽMONĖMIS AUKŲ REINTEGRACIJA Į DARBO RINKĄ EUROPOS SĄJUNGOS ŠALYSE

Prekybos žmonėmis reiškinytis nėra nauja visuomenės problema, tačiau pastaruoju metu ji tampa viena aktualiausių socialinių problemų. Siekdamas kovoti su šiuo reiškiniu, Europos Sąjungos (ES) šalys narės įgyvendina priemones, apimančias tiek teisinės bazės tobulinimą, tiek praktinę veiklą. Pagalba aukoms ir jų integracija yra vienas svarbiausių ES kovos su prekyba žmonėmis politikos principų. Prekybos žmonėmis aukų (re)integracija į darbo rinką yra viena pagrindinių jų visaverčio dalyvavimo visuomenės gyvenime principų. Tad šiame straipsnyje, remiantis atlikto kokybinio tyrimo (pusiau struktūruotų interviu su ekspertais, dirbančiais pagalbos prekybos žmonėmis aukoms srityje) rezultatais, aptariama, kaip (re)integracijos į darbo rinką klausimas yra sprendžiamas trijose ES šalyse narėse – Austrijoje, Suomijoje ir

Lietuvoje. Tyrimu siekta atskleisti, su kokiais problemomis susiduria prekybos žmonėmis aukos (re)integrudamosis į darbo rinką ir kokią vaidmenį sprendžiant šias problemas atlieka nevyriausybinės organizacijos.

Tyrimas parodė socialinės pilietybės svarbą prekybos žmonėmis aukų (re)integracijai į darbo rinką. Taip pat pasitvirtino prielaida, kad gerovės valstybės modeliai turi įtakos aukų gaunamoms socialinėms paslaugoms, kurių reikšmė integracijos procese labai didelė. Interviu su ekspertais atskleidė, kad, siekiant prekybos žmonėmis aukų (re)integracijos sėkmės, reikia šalių įstatymų bazės pokyčių, taip pat svarbus nevyriausybinių organizacijų finansavimo valstybinių institucijų skiriamomis lėšomis klausimas. Galiausiai prekybos žmonėmis aukų patirtis iliustruoja, kad integracijos kokybė ir sėkmė priklauso ne tik nuo gaunamos pagalbos dalyvaujant reabilitacijos programose, bet ne mažiau reikšmingas pačių nukentėjusiųjų noras ir motyvacija siekti teigiamų savo gyvenimo pokyčių.

7. N. VEČKIENĖ

SOCIAL PARTNERSHIP BASED ON COLLABORATION: THEORETICAL ASSUMPTIONS FOR STUDENT'S PRACTICE ORGANIZATION

The purpose of the paper is to discuss the relevance of social partnership based on collaboration in the organization of social work studies. The first part of the paper discusses theoretical attitudes by emphasizing partnership as the opportunity and source of social work studies. Conceptual and theoretical social work problems are analyzed as they help to perceive the complexity of the social work.

The second part of the paper is intended to present the topics of social work changes in practice. During practice students experience real situations, which are often extreme for clients and also create tension for the students. This is special learning environment, in which professional identity is developing. The dynamics of the changes creates the assumptions for life-long learning. The theoretical social work studies are "responsible" for the creation of these assumptions. In the sense of implementation of changes the learning of practitioners and their participation in the process of changing are essential. The changes make the collaboration important as social partnership realization method. Therefore observation of expression of social partnership in practice highlighted collaboration barriers created by different attitudes and different roles of the workers in organizations.

The third part of the article summarizes the discussion of social partnership in studies based on the collaboration; the directions of social work studies development are highlighted. The reflection of dual experience of interchange

is emphasized: experience accumulated during collaboration between different institutions and between different social professions. The tendencies are emphasized which causes the changes in social work studies: the modern social professions are oriented towards active participation of the client and professional usually acts as enabler. These tendencies require the constant experimentation of the future professionals, thus using their knowledge and new information about the client. This highlights the importance of the reflect learning and necessity of professional language development.

8. A. BUDĒJIENĒ

THE TRANSFERO OF THE TACIT KNOWLEDGE IN THE PROCESS OF SOCIAL WORK TRAINING PRACTICE

The paper aims to reveal the significance of tacit knowledge in the process of training practice of social workers by defining the concepts of the implicit and tacit knowledge and reviewing questions, which arise while teaching social workers practical activities. Social worker operates in uncertain constantly changing situation, when success depends on the client himself/herself and on various external circumstances. While training social workers or developing the skills for those who are already working, dilemma or practical problem arises as theoretical social work knowledge comparing to knowledge acquired during practice often seem to be distant, foreign and unrecognizable and both who learn and who work find difficult to relate them. The educators of social workers must answer many HOW?: be able purposely recognize and be able to control the encounter of theory and practice in the social work practice; be able interpret and creatively apply abstract theory – theoretical knowledge in atypical constantly changing situations; reflect practical activity; act professionally and deliberately – know the activities, obtain competencies and identify knowledge used in practice; use and manage not only theoretical, but also tacit knowledge. Explicit and tacit knowledge is important in the practical activity training process as in order to *know how* to act theoretical *know how* knowledge is required. In the higher education school lectors and tutors deliver explicit-declarative or theoretical knowledge for the future social workers. The practice supervisor-mentor is responsible for delivering tacit-procedural knowledge related to practical activity. Tacit knowledge in the university is also delivered during practicum, group seminars and individual consultations with tutor.

In order to develop professional language, it is important to understand various categories of knowledge and how they are related. The activity of the higher education school is integral part of knowledge creation and management.

9. J. EIDUKEVIČIŪTĖ

THE ASSUMPTIONS OF SYSTEMATIC CONTENT OF THE SOCIAL WORK FIELD PLACEMENT

Social work field placement is essential unit in the social work studies at university. At Vytautas Magnus University, Social Work Department, there is established special group for organizing field placement for social work students, which aims that every student would have possibility to have individual process of experiential learning during the field placement. It is emphasized that in the learning process in the field for the future social worker it is particularly important to master practical knowledge through reflecting, conceptualizing and modifying facing the unexpected situations while working with the client. There are important roles in the learning process during field placement together constructing the content: student, mentor, tutor and lecturers. The aim of the article is to disclose the peculiarities of content creation during field placement as experiential learning process.

During the field placement there is important active input of every partner in the creation of the content. Student in this process experience two stages of professional development: from unclear and unlimited client's situations, where social work has no comprehensive identity, to ability to tolerate paradoxical client's situation and social work clearer identity. The professionals in the agencies working as professional social workers, who are supporting students during field placement, should perform mastery in their professional role, also be able to lead the student as an inexperienced colleague through learning process. Tutor is promoting student's ability to reflect practice situations, implement theoretical knowledge attempting to explain real situations, and thus find certain tendencies in experience during the practice placement.

10. R. MOTIEČIENĖ

INTERNATIONAL SOCIAL WORK PRACTICE IN UNITED KINGDOM

The experience gained during organizing international social work practice reveal that international practice is one of the ways to improve social work education quality. International social work practice associated with new opportunities and methods, which expressly enhance students' skills, competencies as professional social worker. Emancipatory services for the disabled people in United Kingdom help the clients to become more self-confident. Social services must be explained and created by social workers using understanding that disabled people are citizens with their opinion, experiences and ability to make their own decisions. The main pillars of emancipatory services

are: citizenship, self-assessment, self-management and participation. Organization "Bromley Mytime" by being active and inclusive uses a real benefit method for people with disabilities. International experience could become a new method for the development of social services in Lithuania, or there simply could be born a new project that will be adapted in a particular city. During international social work practice I revealed for myself, that people with disabilities have strong rituals and are warm, open and caring. Before moving to the international social work practice in United Kingdom I as a social worker recognized that I am not able to work with disabled people. I felt fear and was not self-reliant. Departure for me as a social worker has helped not only to gain international social work experience, but also helped to overcome the personal fears, and stereotypes, as well as to see and feel an international social work practice in United Kingdom.

11. P. ŠEDIENĒ

THE ROLE AND FUNCTION OF MANAGERS LEADING SOCIAL WORK PRACTICE STUDENTS

This article analyses and presents the author's ten years experience in managing students' practical work placements. The aim of the article is to demonstrate the role of social work placement managers and to describe its function. The analysis of the experience of the practice manager shows that leadership for social work practice manifests itself in four fields: administration, therapy, training and academic. The functions of the social work practice manager in the administrative field are as follows: the formation of the setting of the practice, which involves the planning of practice time, place and structure; the integration of social work practice into the structure of the placement's organization; the student's activity combined with the activity of the organization's workers and clients; mediation between the university and student, seeking to complete the practical tasks given from the university.

The role of the social work practice manager as a therapist's functions are: consulting, which involves finding a solution to the emotional and psychological problems that arise during the placement process; the supervision of professional relationships within the organization; its workers, volunteers and clients; the supervision of the student's participation in the social therapy groups of clients/workers.

The training function includes: student's participation in the clients/workers occupations and meetings; providing information about specific client groups, organizational culture, management and activities; training about the methods of social work; training in the skills that are not connected with the concrete aims of the social work practice.

The ability of the manager depends on the social worker's competences, whereas the administrative capabilities depend on the skills of the social worker. The quality of the training provided for the social worker is of paramount importance in the process of the social work practice. Summarizing, the quality of the manager will depend on various different aspects that are covered in greater detail in the article.

12. V. RAŽANAUSKAITĖ

PECULIARITIES OF INTERACTION BETWEEN SOCIAL WORK STUDENTS VOLUNTEERS AND AGENCY

Volunteers are persons who share their time, knowledge and skills with people in need. Most NGOs rely on volunteers in order to conduct activities. Both organization and volunteers cooperation is a source of experience for a person entering to voluntary work.

While working on a voluntary basis a person receives a social reward: approval, prestige, respect, social acceptance (cognitive, 2006) and gains the experience (Bussell, Forbes, 2002). According to Gedvilienė, Karasevičiūtė, Trečiokienė (2008), volunteering time in the sense of social efficiency sense is full of possibilities of improving their personal, professional and social competencies. According to Bussell and Forbes (2002), the volunteers are politically active, better integrated in society. Volunteering can be chosen as an alternative to paid employment or as an opportunity to gain job skills.

The study goal is to reveal the social work students volunteers and organization interaction peculiarities. The research sample included eight social work students who took part in voluntary work at the same non-governmental organization. Study participants have chosen particular NGOs because of organization's clients (children), according to other volunteers' recommendations, physical location. The study revealed that the volunteer activities are affected by so called "honeymoon." Social work students volunteers during voluntary work are able to apply theoretical knowledge, to acquire vocational skills, to create their own social work models.

The role change is one of the interaction peculiarities. First volunteers identified themselves with children. After spending some time in the position of volunteer they changed attitude to the social worker's.

In summary, the organization and volunteer cooperation is mutually beneficial. Students form their own model of social work based on the observation in organization during voluntary activities.

13. V. KANIŠAUSKAITĖ

ORGANIZATIONS IN SOCIAL WORK FIELD PRACTICE AS OPEN AND LEARNING ORGANIZATION

Social work field practice in integrated part of social work education in universities. During social work field practice students develop their professional social work skills, unique practical knowledge, reflect practical situations, and integrate their theoretical knowledge by working individually with clients in a particular organization. These organizations (governmental and non-governmental social service organizations) play an important role in this learning process, because they can be characterized as a context for the formation of professional identity and learning environment. The formation of learning environment in organizations could be described as becoming a learning organization. The conception and characteristics of learning organization are discussed in this article in order to show how organization, which participates in social work practice field, could be recognized as learning organization. It is assumed that these social service organizations are learning organizations, because they are open and flexible, and collaborate with the university for ten or more years in organizing social work field practice. The mentors and other social workers (or managers of organizations) participate in continuing training programs, which are organized by university; also reflection of good practice and researches done by mentors (individually or by contribution) could be characterized as development of competencies.

14. E. DAUČYTĖ, N. GONČIAROVA, E. MISEVIČIŪTĖ, D. ŠATINSKAS, K. VAVILOVAITĖ

COOPERATION IN STUDENT'S FIELD PRACTICE ORGANIZATION: STUDENTS' EXPERIENCE

Social work is one of the young professions, which is still vague for many members of Lithuanian society. Some people deny necessity of social work; others associate social work with the maintenance of the poorest group of the society. People usually think that any 'good' person, who has never studied social work, can work as a social worker. Alas, it is not true. In order to become a professional social worker, a person must have not only theoretical knowledge, but practical training as well, which students gain during social work practice in agencies providing social services.

Practice is a social activity in which students gain practical experience applying theoretical skills acquired at the university. According to Eidukevičiūtė (2009), during the learning process for a future professional it is important to gain practical knowledge, which is discussed, conceptualized and modified in an unexpected, always atypical client's situation. Theoretical and practical

knowledge integration is one of the biggest challenges in the process of practice.

The aim of the research was to investigate students' opinion about social work practice organization, while emphasizing importance of collaboration. Quantitative research method was used. Questionnaire (written quiz), which was sent by email to social work students, was used. 29 respondents (students of VMU) participated in the survey, 7 of them were men and 22 – women; 4 of 29 were part-time students.

The results of the research have revealed that students evaluate practice process and collaboration with professionals, working in field placements, more professionally when they already do not work in social service agencies and can assess the obtained knowledge, skills and experience more objectively. While the practice process is still continuing, students are subjective because field placements cause problematic situations which demand more professionalism and ability to control emotions.

REIKALAVIMAI STRAIPSNIAM

Etiniai. Priimami straipsniai, kuriuose analizuojamas įgalinimas, problemų sprendimas, galimybės, proveržiai. Atmetami straipsniai, išimtinai nukreipti į problemas ir jas sureikšminantys, turintys diskriminavimo požymių vienos ar kitos žmonių grupės atžvilgiu.

Kalbos taisyklingumo. Priimami tik taisyklinga lietuvių kalba parašyti straipsniai. Pageidautina, kad straipsnio kalbą būtų patikrinęs lietuvių kalbos redaktorius.

Aprobavimo ir kokybės. Straipsnį recenzuos mokslininkai ir praktikai. Straipsnio vertinimas remiasi keliais esminiais kriterijais: ar analizė aktuali socialinio darbo praktikai, ar pagrįsta, ar analizuojami problemų sprendimo būdai, metodai, ar straipsnio medžiaga originali ir autentiška, ar laikomasi etinių reikalavimų, ar vartojama tinkama profesinė kalba.

Techniniai. Straipsnių imtis – ne daugiau kaip 6 000 žodžių, anotacijai skiriama 50 žodžių, santraukai anglų kalba – nuo 250 iki 300 žodžių.

Struktūros. Straipsnį turi sudaryti anotacija, įvadas, analizė, išvados ir rekomendacijos, naudotos literatūros sąrašas (literatūros sąrašė pateikiami tik tekste nurodyti šaltiniai), santrauka anglų kalba, duomenys apie autorių (vardas ir pavardė, darbovietė, pareigos, adresas, telefonas, el. paštas).

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