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PRATARMĖ


Tarptautinė socialinių darbuotojų federacija socialinį darbą apibūdina kaip profesiją, nukreiptą į daugialyčes, kompleksines sąveikas tarp žmogaus ir jo aplinkos. Profesionalus socialinis darbas yra skiriamas problemų sprendimams ir pokyčiams. Taigi, socialiniai darbuotojai yra keičiantys agentai visuomenėje, žmonių gyvenimuose, šeimose ir bendruomenėse, kuriose jie dirba.

Socialinio darbo apibūdinime visada kaip nedaloma visuma iškyla žodžiai: vertybės, teorija ir praktika. Vertybių lygmenyje socialinis darbas išaugo, remiantis humanistiniais ir demokratiniais idealais, grižtasis pagarba žmonių lygybei, vertei ir orumui. Žmonių teisės ir socialinis teisingumas yra socialinio darbo veiklos motyvas ir patarėjas. Teorijų lygmenyje socialinio darbo metodologija remiasi sisteminėmis, tyrimais grįstomis žinomis, kilusiomis iš tyrimų bei praktikos įvertinimo, įskaitant Vietines, tam tikram kontekstui specifines žinias.

Socialinio darbo praktika – tai atsakas į žmonių asmenines krizes ir kritiškas situacijas bei socialines problemas. Socialinis darbas naudoja įvairius įgūdžius, technikas ir veiklas, derančias su holistiniu požiūriu į žmogų ir jo aplinką. Socialinio darbo intervencija apima intervalą nuo į asmenį orientuoto psychosocialinio proceso iki socialinės politikos, planavimo ir vystymo. Tai apima konsultavimą, klinikinį socialinį darbą, grupinį darbą, socialinę pedagogiką, darbą su šeima ir šeimos terapiją bei pastangas padėti žmonėms gauti bendruomenėje esančias paslaugas ir resursus. Intervencijos taip pat apima agentūrų
administravimą, bendruomenės organizavimą ir socialinės politikos vystymą. Socialinio darbo intervencijų įvairovę pagrindžia mokomosios socialinio darbo praktikos būtinybę ir išskirtinumą socialinių darbuotojų mokyme ir rengime.

Pasauliniuose socialinio darbo išsilavinimo ir rengimo standartuose yra numatyti reikalavimai mokomosios socialinio darbo praktikos turiniui, organizavimo būdams, mokymo įstaigų ir praktikos vietų bendradarbiavimui, studentų supervizijai, nukreiptai į ugdymą gebėjimų taikyti socialinio darbo vertę, etinius principus, žinias ir įgūdžius.


Pagarbiai

RASA
NAUJANIENĖ
Redaktorė
VYTAUTO DIDŽIOJO UNIVERSITETAS
SOCIALINĖS GEROVĖS FAKULTETAS Kviečia Studijuoti
SOCIALINIO DARBO BAKALAUDO IR MAGISTRANTŪROS STUDIJOSE

SOCIALINIO DARBO BAKALAUDO STUDIJOS

Studijų formos: nuolatinė (4 metai) ir ištęstinė (6 metai).
Studijų kaina: valstybės finansuojamos arba mokamos studijos.
Baigusieji studijas įgyja Socialinio darbo bakalauro kvalifikacinį laipsnį.

SOCIALINIO DARBO MAGISTRANTŪROS STUDIJOS

Studijų apimtis: 80 kreditų.
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Studijų kaina: valstybės finansuojamos arba mokamos studijos.
Baigusieji studijas įgyja Socialinio darbo magistro kvalifikacinį laipsnį.
Daugiau apie studijas žiūrėkite: http://sgf.vdu.lt/LT/aktualijos/25

Tęstiniu būdu organizuojamų socialinio darbo magistrantūros studijų apimtis: 80 kreditų.
Studijų kaina: mokamos studijos.
Baigusieji studijas įgyja Socialinio darbo magistro kvalifikacinį laipsnį.


PRIĖMIMO SĄLYGOS

Į tęstines socialinio darbo magistrantūros studijas priimami aukštojų (universitetinį ir neuniversitetinį) išsilavinimą turintys asmenys.
Baigusieji kolegijas ir turintys profesinio bakalauro kvalifikacinį laipsnį studijuoją papildomų studijų programos dalykus kartu su magistrantūros studijų programos dalykais.

IŠSAMESNĖ INFORMACIJA TEIKIAMA

Vytauto Didžiojo universitete, Socialinės gerovės fakultete.
Adresas: Kaunas, K. Donelaicių g. 52-408 kab.
Tel.: 8 37 327847, tel./faks.: 8 37 327846, mob. tel.: +370 615 12987
http://sgf.vdu.lt
SOCIAL WORK. EXPERIENCE AND METHODS III

SUMMARIES OF PUBLICATIONS

1. Eidukevičiūtė J.
SOCIAL WORK PRACTICE IN UNIVERSITY STUDIES

The article presents social work field practice as a complex and complicated process, which takes into account the novelty of the social work as a profession, and numerous actors in this process. Thus the task which falls onto educators of social workers is very complicated, as they support the student in this process, that is, the task is to organize the learning process which develops conditions for self-education of professional social worker who is able to act in individual critical situations by integrating practical and theoretical knowledge. During field practice the student is learning through memorizing theoretical knowledge, performing practical tasks, and reflecting gained and professional experience. The stages of professional development are discussed, as they create specific requirements for the process of field practice and anticipate guidelines for the practice teacher. The context of social work profession is not just static, but permanently interchanging. So, the professional activities should be reflected, discussed, and changed models of behavior and professional experience should be accumulated. The process of professional development creates certain process for field placement. Article emphasizes group supervision as a method, which should lead student in the learning process and integration of theoretical and practical knowledge.
2. **Bogdanova J., Večkienė N.**

**PARTNERSHIP IN EDUCATING SOCIAL WORKERS: EXPERIENCE OF INTERDISCIPLINARY TEAM IN THE DEPARTMENT OF MENTAL HEALTH**

Assumptions for teamwork established via social partnership are discussed in the article. Also, an expression of teamwork in practice is analyzed as essential condition in order to assure possibility for social work students’ field placement in the organizations of health care. The attitude that social partnership and interdisciplinary collaboration are related mutually is highlighted.

The importance of interdisciplinary teamwork is based on complexity of mental health sphere. That’s why social workers in mental health care always work in the interdisciplinary team. However, some contradictions between theoretical realization of teamwork and practical expression exists, possibly because the psychosocial model of health care is not seen as equal in comparison with medical one. Those contradictions directly make influence on social work students’ field placement.

It is likely that there we could face with different realizations about student’s field placements. What is students’ field placement? What are roles of both: mentor and agency during student’s field placement? The actuality of these questions highlighted research completed in 2007 which data revealed obstacles for collaboration as well as arguable issues. In order to answer earlier mentioned questions it was seek to emphasize the improvement of social work studies possibilities on the ground of the analysis of social partnership assumption in high school and the research of the expression of teamwork in mental health care department.

In the article factors of collaboration and social partnership in high school were discussed. The team was characterized as a structure which could be changed in order to improve it. As well, revealed contradictions encourage findings how to improve interdisciplinary teamwork.

The analysis of scientific literature and documents, generalization of research data and interpretative methods were used while preparing this article.

3. **Jurkuvienė R., Butrimavičienė S.**

**THE EXPERIENCE OF A SOCIAL WORKER IN THE PROCESS OF PRACTICE**

This work is about the experiences of social worker as a guide of practice work during the social work practice learning process. It is very important for social work students to get competence of social worker, to have very strong self competence feeling, to be able to become better, to change and to learn. The way of social worker begins not only in the desk of high school,
but also in the institutions, which give practical weight to his knowledge. The quality of learning practice is the reason why it is so important to have professional leaders. The social worker, being a leader of practice, leads the student, guides him, organizes work, helps him to get and make bigger competence, shares the experiences with him, teaches him how to share his experience, gets in touch with the educating institution, evaluates.

The aim of this study – to discover the experiences of social worker as a practice leader during the process of learning practice. The method – nonfiction literature analysis, data analysis, qualitative phenomenological research. Respondents – eight social workers who have experience of students’ guiding during the process of learning practice.

The results of investigation. The social worker’s experiences, during the guiding process of practice, discover: the respondent who had practice leaders, used their guiding style and these respondents who didn’t have nor practice neither practice leaders, the style of practice guiding created by themselves; it is very important to practice leaders that guiding is not only teaching students, but also students’ learning process; the meaning of practice learning guiding has two sides: one side is student and guiding actions connected with student’s teaching and the second side is practice leader and guiding connected with the leader’s learning.

4. Bartusevičienė L.

EXPERIENCE OF COOPERATION WITH ORGANIZATIONS WHILE ORGANIZING PRACTICE FOR SOCIAL WORK STUDENTS

Social work training is closely related to the social work study program. Training provides important skills for students. Social work training for full-time students has been organized since 1999 at Vytautas Magnus University. Valuable experience in the organization and implementation of students’ training has been gained during these years.

This article briefly describes a place of social work training in the study program and its links with theoretical subjects and gives a general overview of 6-year long experience of the training program organization for full-time students. Program participants are introduced through their responsibilities, involvement in the training process and their interrelations. On the grounds of accumulated experience, the author provides insights into the causes of successful or unsuccessful implementation of the training program in a particular organization. The impact of organizational culture, division of responsibilities, attitude towards students, and communication on the students’ training process is analyzed. The article seeks to identify the factors that underlie successful long-term cooperation between the University and some organizations and withdrawal of other organizations from the training process.
Experience in the training organization reveals that vertical and horizontal communication inside an organization has a direct influence on implementation of social work training. Many training places lack such communication. Students face formal and informal organizational systems while undergoing social work training. To ensure successful implementation of the training process it is essential to accommodate expectations of participants of the training process and division of responsibilities.

5. Eskytė I.

THE PROCESS OF ENTERING INTO AND DEVELOPING RELATIONS WITH CHILDREN WHO LIVE IN FAMILIES AT SOCIAL RISK. THE EXPERIENCE OF A TRAINEE, A VOLUNTEER AND A SOCIAL WORKER

An article analyzes the process of entering into and developing relations with children who live in families at social risk. The experience of a trainee, a volunteer and a social worker of daytime child care center on the way to relation with children is explained. The meaning of individual’s actions, activities, point of view, position and rules of organization to successful entering into relations with children is analyzed.

In nowadays society there are not a lot of people who have experience of being a volunteer, trainee and professional worker. The article presents person’s unique experience of playing all these professional roles.

The main features of entering into relation with children who live in families at social risk are as follows: understanding individual situation of a child and family; setting intercommunication and interrelation limits; identifying and choosing speech; arranging activities responding to situation and needs of children. All these aspects are analyzed in the context of nongovernment organization and intercourses between staff.

The aim of the paper is to reveal peculiarities of how a volunteer, a trainee or a new social worker in daytime child care center enters into relation with children who live in families at social risk.

6. Eidukevičiūtė J., Kiznytė N.

COMPLEXITY OF STUDENTS’ ADAPTATION IN AN ORGANIZATION IN THE CONTEXT OF PRACTICE PROCESS

Social work mainly concentrates into area between person and environment, which is complex, individual, which requires not only theoretical knowledge, but also practical skills and knowledge. During practice placement students
are developing their social work skills, abilities to base practical situations theoretically, and thus created conditions for integration of theoretical and practical knowledge. In the process of practice placement students as future social work professionals are developing ability to recognise responsibilities and roles of social work in the setting of social services. First months in the practice placement are crucial for students, they experience process of adaptation in organization, constructs their identity social work as their future profession. During those processes students needs guidance and reflection of their experience. In this article there is presented qualitative research, where is analysed experience of social work students during first months field placement. The interaction between social work student and tutor is emphasized during first months in practice placement. The aim of adaptation in the agency is to adapt to conditions of agency and get over to the stable operating, which would be usefull for student and agency. Student is experiencing two parallel processes: the adaptation in the agency and formation identity as future professional social worker.

7. MATIKOVENĖ J.

STUDENT’S PRACTICE PROCESS AND A FIELD PLACEMENT OF PRACTICE

In the process of training a social worker, practical approach is the key element in student’s becoming real social worker. During the reflective practising, the student is able to combine theoretical knowledge with practical skills. In situation of practical training student meets a number of influencing factors. Practice field environment, relationship with mentor and colleagues, clients peculiarities, performing practical tasks - all these elements make up a practice field microclimate and accompany student on his way to becoming a social worker. Relationship with the client (very often elderly and ailing adult) in the process of training is particularly important. Overcoming changes caused by the process of ageing, very often brings up the necessity to adapt to new situations in one’s life. The way person handles this, depends on such factors as the status of health, cognitive behaviour, individual features, friendliness of surrounding of environment. Changes induced by the ageing process can very often result in denial as well as in person’s inability to accept deteriorating looks and physical abilities. Ability to accept changes induced by the ageing usually shows through the strength of person’s Ego as well as the ability to respect him/herself and others. In this context student takes place of an opposite pole, opposing his or her youth and experience to the clients stages of the past. This aspect can help the client to reflect critical moments of his life. Student at the same time can grow as an individual, while entering into empathic relation with the client.
During practice, student shapes himself as a future social worker, acquires his or her style of work as well as learns to make cooperation based relationships with colleagues and clients. Working in practice field primarily is a social process - student with the help of mentors learns through emphatic relationship with client. Student, client and even the environment of practice field itself, all actively participate in the process of training. Tutor and mentor represent two different institutions. Their cooperation allows to rehash balance between practical skills and theoretical knowledge. It brings the ability to recognize ongoing processes in the field of practice, as well to name them with terms used in social work. This relationship becomes even more important, after naming fundamental difference - practice filed does not participate in theoretical learning, as well as theoretical education establishment does not come in contact with practical training.

This article reviews and analyzes student’s practical training in the context of particular training place. We expect, that presented analysis will provide institutions participating in the process of social training with possibilities to discover new aspects of social activities and will encourage dialogue between theoretical and practical education establishments.

8. STANIULEVIČIENĖ D., VEČKIENĖ N.

FUNCTIONS OF A MENTOR OF SOCIAL WORK STUDENTS

This article discusses the functions and activities of a social work mentor are. The problem that one encounters at work is that the work of the social work mentor is not standardized. Thus it is difficult to evaluate its quality and its effect on the implementation and improvement of social work studies program. The goal of the article is to discuss the field of occupation and functions of the social work mentor. In the article, the concept of mentorship is defined, the functions of the mentor are described, the research that reveals the fields of mentor’s occupation and functions in social work is presented. The article is based on published work related to the subject in general way, an analysis of documents pertinent to a social work mentorship at Vytautas Magnus University, and interviews with four mentors and one tutor at this university in 2008.

Social work mentors carry out four basic functions: agreement with the student about the practical work, guidance for students in working in specific situations, assistance through consultation about questions and difficulties that arise during the practical work, and evaluation of the students’ progress. All the mentors agreed on the importance of the initial meeting with students. During the period of practice, mentors also stressed the significance of getting feedback regularly from the student. Mentors take part in a life-long learning
process which also helps them renew their own expertise and learn about new ideas. A social work mentor supervises student’s practice and takes part in improving practice studies. The mentor is a person who shares his/her knowledge, insights, wisdom and experience that is useful for student’s professional and personal improvement. This complicated work demands certain competence; however, the occupation of the social work mentor and the needed competence were not fully discussed until now.

9. Skiecevičius P., Kanišauskaitė V.

MENTORING IN SOCIAL WORK PRACTICE

Mentors provide their expertise to less experienced individuals in order to help them to advance their careers, enhance their education, and build their networks.

Social work practice is an integral part of Social work studies at Vytautas Magnus University, School of Social Work. The key role in this process plays practice supervisor – mentor.

The aim of the research is to reveal and elaborate the organizational aspects and functions of mentoring in social work practice.

The research problem includes the following question: what are the organizational aspects and functions of mentoring in social work practice?

The first part of the article focuses on the concept of mentoring and main functions of the mentor. Still, there is no common agreement on the meaning of mentoring conception. Despite different conceptions presented in scientific literature, mentoring could be characterized as two-way relationship in the process of the individual and professional development. The key role in this process plays mentor – a person, who has the greater knowledge and experience at the particular area in his or her disposal.

The second part of the article presents organizational aspects of mentoring. Despite the particular difficulties in mentoring process, mentoring provides benefits to all participants of the mentoring relationship: mentee, mentor and organization. In nowadays society called as „changing society“, the benefits of mentorship are essential.

The third part of the article presents the mentoring aspects in the practice of social work. The role of the mentor (main professional supervisor in particular organization, which offers the possibility to fulfill social work practice), has the main importance in implementation of social work practice program. Mentor encourages students’ reflection also professional an individual development performing the career and psychosocial functions.
MENTOR'S ACTIVITY IN INDETERMINATE SITUATIONS

During qualification practice course social work students (baccalaureates) are learning to identify, define, describe, analyse and apply theoretical knowledge practically in the social work. In this process of practical learning student is consulting a university practice teacher – tutor and a person responsible for the student practice in the particular organization– mentor.

Teaching how to apply theoretical knowledge practically is a complicated process that requires special knowledge and skills both from the tutor and mentor. Mentors have to answer the question not only “what to teach?” i.e. how to transfer explicit knowledge, but also “how to teach?” i.e. how to transfer tacit and implicit knowledge.

While supervising student’s practice, mentor is not only teaching a student to reflect a practice, but he is reflecting own social work practice through identification, generalisation, conceptualisation of practical experience. Sharing of practical experience is the background for mentor’s professional growth. Work with students is a accessory experience.

Though mentor plays a very important role in the education of social workers, situation of mentor is very indeterminable. On the one hand mentor has to meet high requirements in the terms of competence, knowledge, skills, time and personal characteristics; on the other hand supervision of the social work practise is a volunteer work. Attitude of higher educational institution towards mentor has great importance in this situation, i.e. how mentor is treated – as a volunteer or as a partner.

What motivates mentors to supervise students practice when relationship between higher educational institution and a place of practice (mentor) is based only on the social interchange? This article is an attempt to answer this question with reference to the theoretical sources and results of the survey of mentors of social work students of Vytautas Magnus University Social Welfare faculty (survey accomplished in 2008).
REIKALAVIMAI STRAIPSNIAMS

Etiniai. Laukiami straipsniai, kuriuose analizuojamas įgalinimas, problemų sprendimas, galimybės, proveržiai, kurie ne tik skirti problemoms atskleisti, sureikšminti. Priimami tik straipsniai, neturintys diskriminavimo požymių vienai ar kitai žmonių grupei.


Techniniai. Straipsnių imtis – ne daugiau 6 tūkst. žodžių, anotacijai skirti nuo 50 iki 90 žodžių, santraukai anglų kalba – 250 iki 300 žodžių.

Struktūros. Straipsnio struktūrą turi sudaryti anotacija, įvadas, analizė, išvados ir rekomendacijos, naudotos literatūros sąrašas (literatūros sąraše pateikiamas tik tekstė nurodyti šaltiniai), santrauka anglų kalba, duomenys apie autorių (vardas ir pavardė, darbovietė, pareigos, adresas, telefonas, el. paštas).

MUMS RAŠYKITE IR SKAMBINKITE:

K. Donelaičio g. 52-408, LT-44244 Kaunas
Tel. (8 37) 327 847; faks. (8 37) 327 846; el. p.: dek@sgf.vdu.lt
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Vytauto Didžiojo universiteto leidykla
S. Daukanto g. 27, Kaunas LT-44249, Lietuva

Tel. (+370 37) 327886
Faks. (+370 37) 203858
El. paštas: info@leidykla.vdu.lt

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Redaktorius Robertas Keturakis
Viršelio ir maketo dizainas Rasos Švobaitės
Maketuotoja Janina Baranavičienė

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S. Daukanto g. 27, LT–44249 Kaunas